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ABSTRACT

This paper describes the political science community in the United States, namely, its faculty, graduate students, and undergraduate majors. The study is based on six national surveys conducted by the Carnegie Council in 1969 and 1975. Part one, "Professional Status," points out that the economic position of political science faculty has deteriorated relative to professors in other disciplines since 1969. Political scientists are now among the lowest paid academic scientists. Furthermore, the disciplines are no longer attracting especially able students, partially a result of a poor job market. The doubts of political scientists about disciplinary performance is discussed in Part two, "Academic Assessments." Faculty point out grade inflation and students point out declining classroom relevance. Part three, "Educational Standards and Sociopolitical Perspectives," examines the changing sociopolitical views of faculty and students revealing a stable conservative shift. The final section reports on demographic features of the profession. It is overwhelmingly white, male, and middle class. Affirmative action appears to have had little impact on the composition of the graduate student and faculty populations within political science. Overall the data presented in the report leave one with the sense that political science is a discipline in decline. A substantial portion of the data is presented in 58 tables and 14 graphs. (Author/BC)

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Us revisited

A Survey Portrait of the American Political Science Community

by

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and

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This paper has been prepared for delivery at the 1978 Annual Meeting of the American Political Science Association, New York City, August 30 to September 3.

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It would be quite overstating things to claim that there is a time and a place for everything. But surely many different sorts of acts and objects seem acceptable, even attractive, when accorded an appropriate setting. The world of scholarship is no exception to this general rule.

Somewhere herein, we hope, can be found an ample justification for the paper we now present. That is, we have prepared one particular type of report that seems appropriate for this audience, given data which have just now become available.

This paper is a general descriptive account of characteristics of the political science community in the United States—its faculty members, graduate students, and undergraduate majors--as far as six large national surveys, three conducted in 1969 and three in 1975, permit such description. All manner of important characteristics of political scientists and their profession cannot be ascertained through the medium of structured surveys. Some can be, however, and we have chosen to limit the paper to them. This paper does not pretend to have any theoretical base—although in other instances we have found surveys of the academic community a fertile soil for inquiries which are of theoretical interest.[1] Here we limit ourselves to some very straightforward description.

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[1]For example, Ladd and Lipset, The Divided Academy: Professors and Politics (New York: W. W. Norton, 1976).

Over the past nine years, American academics have been the objects of a number of ambitious survey investigations. As a result, a variety of inquiries can now be made, based upon secondary analysis, into the social background, educational norms and assessments, activities, social and political values, and the like, of faculty and students. A brief listing of the principal studies might be useful.

- 1969. Carnegie Commission survey of faculty. 60,028 respondents from a national sample of colleges and universities. Available without restriction from several disseminating organizations including The Social Science Data Center, University of Connecticut.

- 1969. Carnegie Commission survey of graduate students. 32,963 respondents from a national sample of graduate degree conferring institutions. Same availability as the 1969 Carnegie faculty survey.

- 1969. Carnegie Commission survey of undergraduates. 70,694 respondents from a national sample of colleges and universities. Same availability as the companion 1969 graduate and faculty surveys.

- 1973. American Council on Education Survey of faculty. 53,029 respondents from a national sample of colleges and universities. Available with certain restrictions from The American Council, Washington, D.C.

- 1975. Faculty survey conducted under the direction of Everett Ladd and Martin Lipset. 3,536 respondents from a national sample of colleges and universities. Available without restriction from The Social Science Data Center, University of Connecticut.

- 1975. Carnegie Council survey of faculty. 25,262 respondents from a national sample of colleges and universities. Available with certain restrictions from The Survey Research Center, University of California at Berkeley.

- 1975. Carnegie Council survey of graduate students. 21,851 respondents from a national sample of graduate degree conferring institutions. Same availability as the 1975 Carnegie faculty survey.

- 1975. Carnegie Council survey of undergraduates. 23,561 respondents from a national sample of colleges and universities. Same availability as the companion 1975 graduate and faculty surveys.

- 1977. Faculty survey conducted under the direction of Everett Ladd and Martin Lipset. 4,383 respondents from a national sample of colleges and universities. To become available without restriction on January 1, 1979 from the Social Science Data Center, University of Connecticut.

This list is by no means all inclusive, even of the national surveys. But it includes the most substantial studies and it suggests something of the frequency of large-scale investigations over the last decade. All of the surveys in the above list utilized mailed questionnaires.

The size of the samples makes it possible to engage in a wide range of subgroup analysis-- including that of individual academic disciplines. The table below shows some field sizes for the three 1975 Carnegie surveys:

	Faculty	Graduate Students	Undergraduate Students
Political Science	517	429	576
Sociology	503	240	364
Economics	540	294	461
History	920	413	549
English	1,641	539	601
Chemistry	789	341	311
Mathematics	1,118	437	466
Physics	582	269	101
Medicine	1.262	910	-
Law	246	1,545	.
Business Administration	1,146	1 684	3,084
Engineering	1,459	1,092	1,810

The studies sponsored by the Carnegie Council in 1975 were released for secondary analysis in the Spring of 1978. Since they are large enough to permit examinations of political science alone and in comparison to other disciplines, treat all three populations--undergrads, grad students, and professors--in a parallel fashion, and have carried over many questions from the Carnegie surveys of 1969, the 1975 surveys are of unusual value. This paper is based upon them, with frequent references to the 1969 data where over-time comparisons are revealing.[2]

We hope that readers of this paper will find useful the compilations of information on undergraduate majors in political science, the graduate students of the field, and the political science faculty. Some 58 tables and 14 graphs present, in digested form, a substantial portion

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[2]We are happy to acknowledge our debt to the National Surveys of Higher Education--directed by Martin Trow, Oliver Fulton, and Judy Roizen. These surveys were carried out by the Survey Research Center, University of California at Berkeley, and were sponsored by the Carnegie Council on Higher Education. The Center for Studies in Higher Education of the University of California at Berkeley has published a Technical Report on the 1975 surveys -containing detailed information on sampling, questionnaire design, weighting, response rates, and the like.

of the general comparative data---political science and other fields, from 1969 to 1975--contained in the massive Carnegie investigations. Together, these data do not tell everything one might want to know about Us, the political science community, but there is a broad assortment of information on who enters the field, how they perform, how satisfied they are with aspects of the discipline's performance, their educational expectations, their career aspirations, their sociopolitical views, and more. Readers wanting more extensive analysis of some component of the data are reminded that the datasets themselves are available.

Bon appétit!

I. Professional Status

Tables 1-4, 16-31, and 39-49 contain data bearing upon aspects of the professional status of political science. There is no reason to summarize in words what the tables themselves summarize. We will confine ourselves, then, to pointing out some of the more interesting and important conclusions sustained by the data.

The faculty

There has been some deterioration in the economic position of political science faculty since 1969---this relative to professors in other disciplines, quite apart

from the overall decline of academic salaries in the face of high rates of inflation. In particular, political scientists at research universities have lost ground since 1969, both in terms of their base institutional salaries and their total professional earnings, when compared to elite-school faculty in most other fields.[3] The 1975 Carnegie survey and the 1977 Ladd-Lipset study (data from the latter having been presented in Table 1, so as to provide the most recent distributions that are available) show slight differences in the relative salary standing of political science. but both locate the discipline in a clearly lower position than it occupied in 1969.[4] Political scientists are now the lowest-paid--or very nearly that--academic scientists in the United

[3]In this paper when we write of "research universities," "tier 1 schools," or more casually, "elite schools," we are referring to one-and-the-same group of institutions: to "Research Universities I" and "Research Universities II." as classified by the Carnegie Commission. See the 1973 technical report sponsored by the Commission: A Classification of Institutions of Higher Education.

[4]The 1969 data can be found in "US: Characteristics of the American Political Science Community," a paper we presented at the 1973 meeting of the American Political Science Association; and in our article, "Portrait of a Discipline," Teaching Political Science (October 1974), pp. 18-19.

States. (Some discipline groups in the humanities are less compensated.) We could speculate endlessly as to why political science nationally has lost ground in the salary race over the past decade. But we don't know why.

There has been a good bit of discussion of faculties getting "tenured in," what with a relatively young population in an era of at best modest growth in the number of teaching positions. Political science provides a good indication of the magnitude of the problem. In 1975, 73 percent of political scientists at research universities held academic tenure, and the median age of the tenured group was just 43 (Table 2).

The students

There are a variety of indications--in the survey data as well as in the "real life" experience of those of us who teach in the field--that political science is not attracting especially able students. And there is some basis for concluding that political science is doing less well in the competition for highly performing students today than it was in the late 1960s.

The surveys of undergraduates and graduate students with which we are working do not contain, to be sure, any direct measures of intelligence, creativity, or general intellectual acuity. They do provide some

information on how students concentrating in the several disciplines performed in their prior academic work. Undergraduates majoring in political science in 1975 (as in 1969) had lower high school grades than those concentrating in mathematics, chemistry, physics, and other natural science subjects. They also had somewhat less robust college averages--a strained comparison because of different grading standards in the various disciplines (Tables 39, 41, 42). Just eight percent of juniors and seniors planning to go on to graduate work in political science reported "straight A" college records, compared to 18 percent of those who intended to pursue graduate studies in chemistry and 32 percent of the prospective physicists.

If these comparisons put political science in a less favorable light, those to other social science fields seem less harsh: political science undergraduates show about the same level of general academic performance as their peers in psychology, sociology, and economics.

Even within our own disciplinary sector of academe, however, there are some disturbing signs of slippage in the position of political science as it competes for graduate students. For example, 23 percent of junior and senior political science majors planning to go on to law

school reported A or A-/averages in 1975 for their college careers, in contrast to the 16 percent among junior/senior majors looking to political science graduate work--almost an exact reversal of the 1969 pattern when the law-school-bound political science contingent ranked lower than the group headed for graduate study in the discipline. Thirty percent of political science majors who planned to go to law school described themselves in 1975 as "among the best" students, a claim made by only 17 percent of their peers bound for advanced political science training (Table 40). The 1969 Carnegie graduate student survey showed that political science M.A. and Ph.D. candidates had achieved higher undergraduate averages than had students enrolled in law schools. By 1975, however, there had been a sharp reversal: law school students then had chalked up much more impressive undergraduate grade averages than their peers in political science graduate study (Tables 16 and 17).

The relative austerity that now prevails in higher education, the deterioration of academic salaries in the face of inflation, and the general weakness in the academic job market, have had their expected effects on the career plans of students. In the case of political science, specifically, it is evident that many of the better

undergraduate majors whose counterparts a decade ago were planning graduate study in the discipline with an eye to a teaching or research specialty, are now looking elsewhere.

A notably high proportion of concentrators in political science--compared to other fields--indicated in the 1975 Carnegie survey that they planned post-graduate study (Table 45.) But the graduate work was seen by most as advancing careers in law, government, and business. Only two percent of all political science majors in 1975, and only three percent of the majors that year at research universities, expected to pursue college teaching. An extraordinary 35 percent of political science concentrators thought they would become lawyers (Table 46). Forty-five percent of all junior and senior majors who were planning graduate study expected to go to law school (Table 47).

Political science majors are notably pessimistic about the long-run job prospects of people with their specialization. They are not quite as gloomy as English and history majors--but almost. Students specializing in economics are vastly more optimistic about job propsects, as are those majoring in all of the natural sciences and in such professional fields as business administration and engineering.

The unease concerning jobs is especially evident within the graduate student cohort of political science. For example, 71 percent of beginning (1st and 2nd year) doctoral students in our field said they were interested in securing an academic job (Taole 22). But less than half (47 percent) of this group were "very" or "pretty" confident that they would eventually find a suitable academic position (Table 27.) The proportion of graduate students in political science confident that they would get the desired college or university post was, in 1975, among the lowest in academe. Just 27 percent of beginning political science doctoral candidates stated that they "realistically expect/ed/ to enter teaching or research at a four year college or university"--although 71 percent of this group wanted such a position (Table 21). The percentage of political science graduate students who had "thought much about the possibility of taking a non-academic job" even though they were interested in an academic career (90 percent) was the highest within the arts and science disciplines (Table 23). Only 22 percent of advanced political science doctoral candidates at research universities thought prospects for academic jobs in the field were "very good" or "good," and only 33 percent so described chances for non-academic positions (Table 25).

So while graduate students generally are pessimistic enough about the job situation, those in political science are especially uneasy. Just why this is so--how much it follows from an accurate reading of conditions in the field, how much it has other sorts of origins--we do not know. These perceptions of political science graduate students are, in any case, consequential. One fifth of the field's senior doctoral students at research universities claim to have seriously considered quitting graduate school (Table 30). One fourth of this group have changed their areas of specialization to improve their chances of getting a job (Table 29). And only one in four would definitely choose political science if somehow their slate were wiped clean and they were beginning anew their academic training (Table 31).

Job unease is very much evident among faculty in political science. The proportion stating that they were pursuing or would "seriously consider an offer" of a non-academic position was 59 percent in 1975--the highest in academe (Table 4).

It is probably because graduate students in our discipline are especially worried about their job prospects that they are notably inclined to affix responsibility to various acts and practices. Fifty-five

percent of female graduate students in the field, for example, and 71 percent of blacks, maintain that "racial or sexual discrimination" will hurt their chances to get a job (Table 28). One third of the male graduate students see a threat in affirmative action. One fifth of advanced doctoral students at the leading schools feel that their politics may hurt their job chances. One fourth of beginning doctoral candidates think their life-styles may prove a barrier.

II. Academic Assessments

Looking at the above data on how the political science community is faring--and how it thinks it is faring--in this age of austerity, one finds a rather gloomy picture: a diminished capacity (compared to the late 1960s) to attract the better students, grave doubts about career possibilities, and so on. In other areas, too, as we will now discover, the field is critical and pessimistic.

Politicl scientists have (or, at least, express) more doubts about disciplinary performance, and that of higher education overall, than do other professors. For example, just half of political science faculty at research universities were prepared to insist that graduate

education is doing a good job of training students, the view of three quarters of all academics at these institutions (Table 11). Eighty-nine percent of elite-school political scientists asserted in 1975 that undergraduate grading standards had become less rigorous in recent years; 78 percent of all professors saw such a deterioration (Table 13). A higher proportion of research-university political scientists than of all faculty at these schools saw the climate such that many of their best graduate students were induced to drop out and not complete their degrees (Table 11).

Graduate students in our field are similarly more critical and dissatisfied about various aspects of educational performance than are their peers in other disciplines. A higher proportion of them, especially at the major research universities, insist that "professors here don't pay much attention to the graduate students." They are less likely to feel that the subject matter being presented in their classes is relevant to their future occupation. They are more inclined to the view that their field has become too research oriented.

Among undergraduates it is much the same thing again. The proportion of juniors and seniors in our field who are "very satisfied" with their major is as low as one finds in any discipline, and lower than in most (Table 54).

Not many students or faculty are participating in protests these days, but the mood is hardly one of satisfaction and complacency. There is an abundance of criticism of academic performance within academe--and no where is it more pronounced than in political science and its sister social science fields. On the whole, natural science faculty and students feel more satisfied as they view the practices and achievements of higher education in their areas.

We noted in our earlier paper this same relationship of discipline and degree of criticism of academic performance. We could not with any confidence explain the relationship then and we cannot now. Are political scientists notably humble because we have so much to be humble about? Is there something especially frustrating in being part of a discipline still perched precariously between the sciences and the humanities, still uncertain about what are the appropriate standards for guiding its work? Or is it that political science and the other social fields, more critical in their sociopolitical views, carry over a contentious mood into evaluations of their professions' work?

III. Educational Standards and Sociopolitical Perspectives

Has academe become more conservative, as against what it was in the 1960s? That it is a calmer, less protest-filled is apparent. But is the educational climate less receptive to innovation, change, experimentation? And are the sociopolitical views of faculty and students now less liberal or less radical?

The answers are: Yes, for the most part, although only in a few instances have dramatic shifts occurred.

In both 1969 and 1975, faculty were asked whether they thought undergraduate education would be improved if more attention were given to "relevance," if grades were downplayed, if students had more freedom to chart their educational course, and so on. In all of these areas there has been something of a return to basics and a rejection of experimentation since the late 1960s--among professors at large and within our own discipline. Thirty-seven percent of political scientists professed in 1969 to believe that students would be better taught if "grades were abolished," but only 14 percent held to this view six years later. Seventy-six percent of political science faculty in 1969 wanted course work to be more relevant "to contemporary life and problems"; the percentage was down to 48 in 1975 (Graph 6).

Various affirmative action measures have lost favor. Undergraduates, graduate students, and professors--in political science as in other fields--were less inclined in 1975 than they had been in 1969 to the view that normal faculty hiring standards should be waved in the interest of increasing minority representation. Similarly, they were less supportive of relaxing admission standards in order to get more minority undergraduates (Graphs 3, 8, and 12). The largest shift occurred among political science graduate students on the question of undergraduate admissions: 64 percent of them had favored "relaxing normal academic standards of admission" so as to bring in more people from minority groups; just 28 percent took this position in 1975.

In 1969, 72 percent of graduate students in political science called themselves "liberals"--while six years later only 58 percent walked under the liberal banner (Graph 1). The proportion of self-described liberals dropped off less in the undergraduate and faculty contingents of the discipline but there were declines here as well.

If a modest conservatizing of academe is evident, the internal relationships--for example, the relative standing of the disciplines--remains as we have known it.

Thus political science and sociology are among the most liberal disciplines, and the applied professional fields are the most conservative (Tables 6, 7, 34, and 52). We have discussed at length in other publications, especially in The Divided Academy (Chapters 3 and 4), the reasons for this striking and persistent field of alignment, and we have nothing to add to that prior discussion. The subject matter of the various fields attracts persons of very disparate political orientations. Political science continues to draw disproportionately from among the most liberal students. Its subject matter and that of the other social disciplines invites special attention to malperformance in the social system and seems to encourage thereby a critical, change-oriented perspective--a challenge to the society for failing to honor sufficiently the liberal and egalitarian values on which it was established. The resultant liberal leanings are further encouraged by the mutual interaction of members of the field.

The 1975 Carnegie data reveal the same ideological progression within the political science community that the earlier surveys had shown: senior majors are somewhat more liberal than freshmen and sophomores planning to concentrate in the field. Graduate students are more

liberal than undergraduates. And the professors are more liberal than the student contingents (Table 53). Not surprisingly, since the faculty is a "continuing body" while the undergraduate and graduate populations turn over completely every few years, the former shows less ideological movement from 1969 to 1975.

IV. Demography of the Profession

The 1969 Carnegie surveys showed the political science community to be overwhelmingly white, male, and from middle class origins. Over the next six years, according to the 1975 Carnegie data, the faculty really did not change significantly in racial composition, sex, or class background, the composition of the graduate student population was only modestly altered, while the undergraduate contingent shifted fairly dramatically (Tables 5, 32, and 50).

Roughly 19 out of every 20 faculty members teaching political science at the research universities are men; 97 out of every 100 are whites. Female representation is higher among graduate students at these institutions--now standing at about 25 percent--and it has increased by perhaps seven percentage points since the late 1960s. The Carnegie data show blacks to be still only three

percent of elite-school political science graduate students.

Among undergraduate majors, the jump in the number of women is striking. Eighty-three percent of the majors at the research universities were males in 1969, only 68 percent in 1975. Blacks were just four percent of all political science concentrators in 1969, but six years later they comprised 13 percent of the total. At elite schools the jump was from one percent to six percent.

The adequacy and appropriateness of affirmative action measures have been endlessly debated. In view of the attention they have received, it is interesting to note how little impact they have had thus far on the actual composition of the graduate student and faculty populations within political science.

V. Envoy

The 1970s have not been notably kind to American higher education, and the decade may prove to be a little less kind still to political science. Salaries have deteriorated. The relative academic standing of the student population, graduate and undergraduate, seems to have fallen off. The very substantial dissatisfaction

within political science as to the field's performance and achievements has not abated.

There are many different bases, of course, from which to judge the health and vitality of an academic discipline. That provided by the Carnegie surveys is only one and it has some very great deficiencies. Still, it is hard to leave these data without a heightened sense that political science is a discipline in decline.

TABLE 1

PROFESSIONAL STATUS, FACULTY IN POLITICAL SCIENCE AND OTHER DISCIPLINES,
All Institutions and Research Universities Only

(The data on research universities are in parentheses)

	Earning base institutional salaries of:[a]		Earning 30% over and above basic salary from outside sources[b]
	$20,000 and up	Less than $14,000	
POLITICAL SCIENCE	28 (43)	17 (5)	2 (4)
Sociology	28 (41)	16 (12)	10 (11)
Economics	49 (65)	7 (0)	10 (20)
History	36 (45)	20 (13)	3 (9)
English	31 (34)	28 (21)	8 (6)
Chemistry	45 (49)	12 (8)	19 (16)
Mathematics	22 (46)	34 (10)	27 (9)
Physics	50 (72)	1 (2)	7 (15)
Medicine	85 (93)	14 (5)	39 (39)
Law	74 (84)	0 (0)	17 (22)
Business Administration	58 (71)	6 (3)	27 (39)
Agriculture	57 (82)	14 (2)	7 (3)
Engineering	68 (67)	12 (2)	24 (24)
All Fields	41 (53)	17 (10)	13 (13)

Source: Ladd-Lipset Faculty Survey, 1977.

TABLE 1 (Continued)

	Median Base Institutional Salary[c]		Median Total Income, Including Outside Sources[d]	
POLITICAL SCIENCE	$16,622	(18,525)	$18,494	(19,434)
Sociology	$17,581	(18,405)	$19,420	(21,265)
Economics	$19,642	(22,472)	$23,614	(25,859)
History	$18,329	(19,374)	$21,252	(22,562)
English	$16,409	(16,381)	$18,508	(18,499)
Chemistry	$19,139	(19,650)	$23,113	(23,620)
Mathematics	$15,696	(19,241)	$18,496	(22,476)
Physics	$19,468	(23,193)	$22,492	(28,125)
Medicine	$32,334	(33,306)	$39,352	(39,362)
Law	$26,096	(27,805)	$28,912	(31,601)
Business Adminsitration	$22,090	(23,269)	$23,636	(28,893)
Agriculture	$22,102	(23,314)	$23,635	(27,478)
Engineering	$22,619	(22,429)	$28,137	(25,880)
All Fields	$18,537	(21,729)	$21, 270	(23,618)

Source: Ladd-Lipset Faculty Survey, 1977.

TABLE 1 (Continued)

	Research-oriented[e]	Teaching Load-Undergraduate[f] 4 hours per week or less	Teaching Load-Undergraduate[f] 11 hours per week or more	Published 5 more scholarly works last two years[g]
POLITICAL SCIENCE	34 (59)	24 (48)	30 (7)	11 (20)
Sociology	36 (65)	20 (46)	34 (9)	8 (21)
Economics	32 (59)	28 (53)	32 (7)	9 (19)
History	29 (60)	17 (39)	36 (7)	7 (14)
English	15 (38)	11 (30)	49 (17)	6 (13)
Chemistry	34 (75)	24 (66)	47 (11)	21 (56)
Mathematics	22 (64)	15 (48)	54 (7)	7 (24)
Physics	42 (80)	26 (55)	38 (8)	22 (47)
Medicine	35 (40)	84 (89)	8 (5)	27 (33)
Law	24 (33)	64 (87)	10 (1)	6 (11)
Business Administration	14 (39)	20 (45)	51 (15)	7 (25)
Agriculture	56 (64)	47 (59)	25 (12)	27 (37)
Engineering	38 (62)	33 (54)	34 (12)	18 (33)
All Fields	25 (51)	27 (54)	41 (13)	11 (27)

Source: Carnegie Faculty Survey, 1975.

TABLE 1 (Continued)

	Receiving Federal research grants[h]	Receiving no research grants[i]	Consulting for Federal government[j]	No consulting activity[k]
POLITICAL SCIENCE	15 (32)	54 (28)	20 (40)	36 (25)
Sociology	19 (43)	52 (21)	16 (43)	30 (18)
Economics	20 (37)	50 (26)	23 (42)	28 (18)
History	9 (18)	62 (36)	8 (16)	55 (54)
English	3 (6)	79 (57)	5 (7)	53 (56)
Chemistry	31 (70)	37 (8)	14 (31)	41 (29)
Mathematics	13 (44)	75 (38)	6 (17)	58 (54)
Physics	41 (81)	39 (9)	17 (31)	50 (40)
Medicine	44 (51)	34 (26)	38 (39)	19 (18)
Law	11 (9)	58 (51)	23 (30)	18 (16)
Business Administration	8 (18)	76 (41)	12 (27)	29 (12)
Agriculture	59 (68)	21 (13)	33 (38)	20 (17)
Engineering	42 (69)	42 (16)	29 (41)	17 (13)
All Fields	18 (42)	62 (33)	15 (29)	34 (25)

Source: Carnegie Faculty Survey, 1975.

TABLE 1 (Continued)

a. "What is your basic institutional salary, before taxes and deductions, for the current academic year? (Below $10,000, $10,000-$11,999, $12,000-$13,999, $14,000-$16,999, $17,000-$19,999, $ 20,000-$24,999, $25,000-$29,999, $30,000-$34,999, $35,000-$39,999, $45,000-$49,999, $50,000 and over)"

b. "In recent years, roughly how much have you earned over and above your basic salary? (Please estimate as a percentage of your basic salary.) (0%, under 10%, 10%-19%, 20%-29%, 30%-39%, 40%-49%, 50% and over.)"

c. In determining the median base institutional salary, the midpoints of the salary ranges were used. For example, a respondent who checked the "$10,000-$11,999" response was assigned the value $11,000. Those who responded "Below $10,000" or "$50,000 and over" were assigned values of $9,000 and $55,000, respectively. For the total sample, approximately one percent fell into each of these latter two categories.

d. The total income for each respondent was calculated by adding the amount earned over and above basic institutional salary to that base salary (as determined above). To determine the amount earned above basic salary, midpoints of the percentage ranges were used. For example, those who responded "10%-19%" were assigned a value of .15. The categores "0%" and "50% and over" were assigned values of 0 and .65, respectively. The base institutional salary of each respondent was then multiplied by these percentages.

e. "Do your interests lie primarily in teaching or in research?"

f. "During the spring term (quarter, semester, trimester, etc.) how many hours per week on the average are you spending in each of the following activities: Formal classroom instruction in undergraduate courses (give actual, not credit hours)."

g. "How many of your professional writings have been published or accepted for publication in the last two years?"

h. "In the past 12 months, did you (or your project) receive research support from: Federal agencies?"

i. "In the past 12 months, did you (or your project) receive research support from: None?"

j. "During the past two years, have you served as a paid or unpaid consultant to: Federal or foreign government?"

k. "During the past two years, have you served as a paid or unpaid consultant to: None?"

TABLE 2

RANK AND TENURE STATUS OF FACULTY, 1975

	Type of Appointment		Rank			
	Tenured	Nontenured	Prof.	Asso. Prof.	Asst. Prof.	Instructor
All Faculty	60	41	29	26	30	15
Politicl Science Faculty	61	39	31	26	37	7
All Faculty at Research Universities I & II	65	36	40	26	28	6
Political Science Faculty at Research Universities I & II	73	27	46	24	29	1

Source: Carnegie Faculty Survey, 1975

TABLE 3

JOB MOBILITY AND SPOUSE'S INTERESTS,
POLITICAL SCIENCE AND ALL FACULTY, 1975*

	Political Science Faculty		All Faculty	
	Did Resign From A Job And Moved	Did Turn Down Job Offer	Did Resign From A Job And Moved	Did Turn Down Job Offer
Spouse's 1974 total earned income:				
Less than $ 8,000	5	18	7	20
$8,000 - $14,999	7	20	15	26
$15,000 - $19,999	33	48	22	29
$20,000 - $24,999	10	35	29	35
$25,000 or More	12	47	31	37
Sex:				
Male	6	20	6	19
Female	20	35	26	27
Basic Institutional Salary:				
Less than $10,000	12	22	21	21
$10,000 - $15,999	5	20	12	21
$16,000 - $21,999	7	22	8	22
$22,000 or More	9	18	6	20
Spouse's formal education:				
No spouse	6	11	9	15
8th grade or less	0	0	11	30
Some high school	-	-	16	33
Completed high school	0	37	8	24
Some college	9	17	9	23
Graduated from college	3	15	9	19
Attended graduate or professional school	8	27	10	23
Attained advanced degree	9	23	16	25

TABLE 3 (Continued)

JOB MOBILITY AND SPOUSE'S INTERESTS,
POLITICAL SCIENCE AND ALL FACULTY, 1975*

	Political Science Faculty		All Faculty	
	Did Resign From A Job And Moved	Did Turn Down Job Offer	Did Resign From A Job And Moved	Did Turn Down Job Offer
Spouse's occupation:				
College or University Teaching, Research or Administration	13	26	20	27
Other professional including Teaching	7	27	11	23
Executive or Managerial	13	40	25	27
Technical and Semi-professional	0	12	8	22
Business Owner	0	20	17	31
Clerical/Skilled/Unskilled Worker	0	6	7	24
Armed Forces	0	0	66	52
Homemaker	4	14	6	18

*"Have you ever, because your spouse or other family member needed to live or work in another area: a) resigned from a job you liked and moved elsewhere; b) turned down an offer of a job you would otherwise have liked?"

Source: Carnegie Faculty Survey, 1975.

TABLE 4

FACULTY INTEREST IN A NON-ACADEMIC JOB

Field	Found and Accepted Position	Negotiating for Position	Actively Seeking New Position	Would Seriously Consider Offer	Would not Consider Offer
POLITICAL SCIENCE	1	1	4	53	41
Sociology	1	1	2	51	45
Economics	4	2	4	45	45
History	1	<1	3	41	55
English	1	2	3	41	55
Chemistry	1	<1	3	40	56
Mathematics	1	1	2	41	56
Physics	1	1	1	41	55
Medicine	3	2	2	38	56
Law	2	3	5	34	57
Business Administration	2	1	2	41	54
Agriculture	1	1	2	48	48
Engineering	3	2	2	44	49
All Fields	2	1	3	42	53

* "...please mark the one statement which best describes your position regarding another job for the fall of 1975: A non-academic job."

Source: Carnegie Faculty Survey, 1975.

TABLE 5

BACKGROUND CHARACTERISTICS OF FACULTY; 1969 and 1975,
Political Science and All Fields; All Schools and Research Universities

(The 1969 data are in parentheses.)

	Political Science Faculty				All Faculty			
	All Schools		Research Universities		All Schools		Research Universities	
Sex								
Male	91	(90)	96	(95)	76	(80)	85	(88)
Religion Raised								
Catholic	18	(14)	11	(10)	19	(18)	14	(13)
Jewish	14	(12)	18	(20)	9	(9)	13	(14)
None	6	(4)	6	(6)	4	(3)	6	(4)
Race								
Black	3	(3)	1	(1)	3	(3)	1	(1)
Father's Occupation *								
Professional/ Managerial	43		46		36		43	
Manual Worker	22		20		28		21	
Father's Education								
College Educated	48	(48)	52	(51)	41	(39)	48	(46)

*Comparable data for father's education is not available for 1969.

Source: Carnegie Faculty Surveys, 1969 & 1975

TABLE 6

POLITICAL POSITIONS OF FACULTY:
POLITICAL SCIENCE AND OTHER DISCIPLINES*

Field	Liberal	Middle of the Road	Conservative
Sociology	77	13	10
POLITICAL SCIENCE	68	18	14
English	58	23	19
History	57	25	18
Law	51	21	29
Economics	46	23	31
Physics	45	26	30
Chemistry	38	33	30
Mathematics	35	31	34
Medicine	35	29	36
Engineering	26	31	44
Business Administration	22	33	44
Agriculture	19	32	49
All Fields	41	28	31

*"How would you characterize yourself politically at the present time: left; liberal; middle-of-the-road; moderately conservative; or stronger conservative?"

Source: Carnegie Faculty Survey, 1975.

TABLE 7

POLITICAL SELF-DESCRIPTION OF FACULTY; POLITICAL SCIENCE AND ALL FIELDS

	Liberal	Middle of the road	Conservative
POLITICAL SCIENCE			
Sex			
Males	67	18	14
Females	76	6	18
Age			
Under 35	81	15	5
35-49	66	16	17
50 and older	53	25	22
Rank			
Full Professor	63	21	17
Associate Professor	65	22	13
Assistant Professor	74	11	15
Instructor	81	16	3
School Type			
Tier 1	67	23	10
Tier 2	71	14	15
Tier 3	67	16	17
Publication last 2 years			
5 or more	74	23	3
1-4	71	15	15
None	64	18	18
All Fields			
Sex			
Males	41	28	32
Females	41	30	29
Age			
Under 35	50	26	25
35-49	40	29	31
50 and older	35	29	36
Rank			
Full Professor	39	29	32
Associate Professor	40	29	31
Assistant Professor	46	27	28
Instructor	37	30	33
School Type			
Tier 1	47	28	25
Tier 2	44	28	29
Tier 3	35	30	35
Publication last 2 years			
5 or more	47	29	25
1-4	47	27	27
None	35	30	35

Source: Carnegie Faculty Survey, 1975.

TABLE 8

PREFERENCES OF FACULTY REGARDING AFFIRMATIVE ACTION*

(The column percentages are for political science faculty and all faculty, the latter in parentheses.)

	Advance Faculty Appointments of:		Advance Graduate Admission of:	
	Women	Minorities	Women	Minorities
a) by establishing firm goals and timetables and meeting them	16 (10)	15 (10)	15 (9)	16 (9)
b) by giving preference to women and minorities to increase their numbers, but without strict goals and timetables	14 (8)	14 (9)	16 (9)	19 (11)
c) by making special efforts to find more women and minority candidates, but giving no preference in appointment	49 (46)	50 (47)	43 (41)	42 (41)
d) by making appointments without any regard to race or sex	21 (36)	21 (35)	26 (41)	23 (38)
	100			

*"Universities and colleges should respond to underrepresentation of minorities and women among a) their faculty and b) graduate and professional students by..."

Source: Carnegie Faculty Survey, 1975.

TABLE 9

PROFESSIONAL SATISFACTION AND DISSATISFACTION OF FACULTY*

	Political Science Faculty		All Faculty	
	Everyone	At Research Universities	Everyone	At Research Universities
Academic ability of undergraduate students is excellent[a]	8	18	7	14
Academic ability of graduate students is excellent[b]	5	6	11	16
Faculty/student relations are excellent[c]	21	13	27	21
The intellectual environment is excellent[d]	10	11	13	18

* How would you rate each of the following in your department? /Excellent; Good; Fair; Poor/

[a] The academic ability of your undergraduate students.

[b] The academic ability of your graduate students.

[c] Faculty/student relations.

[d] The intellectual environment.

Source: Carnegie Faculty Study, 1975.

TABLE 10

FACULTY EVALUATIONS OF THEIR ACADEMIC PERFORMANCE*
(Percentages are those agreeing with the proposition)

	Political Science Faculty		All Faculty	
	Everyone	At Research Universities	Everyone	At Research Universities
Undergraduate curriculum has suffered from faculty specialization[a]	63	57	49	48
Undergraduates are satisfied with their education[b]	59	61	68	65
Undergraduates not getting as good an education as five years ago[c]	29	28	26	23
Graduate students are satisfied with their education[d]	57	56	74	74

* a-d. Please indicate your agreement or disagreement with the following statements.

a. The typical undergraduate curriculum has suffered from the specialization of faculty members.

b. Most undergraduates here are basically satisfied with the education they are getting.

c. By and large, undergraduates here are not getting as good an education as they were five years ago.

d. Most graduate or professional students in my department are basically satisfied with the education they are getting.

Source: Carnegie Faculty Survey, 1975.

TABLE 11

DISCIPLINE ASSESSMENTS OF FACULTY*

(Percentages are those agreeing with the proposition)

	Political Science Faculty		All Faculty	
	Everyone	At Research Universities	Everyone	At Research Universities
Field is too research oriented[a]	29	18	16	15
Graduate education doing good job of training students[b]	59	52	70	74
Best graduate students can no longer find meaning in science and scholarship[c]	32	24	27	23
Best graduate students drop out before completing their degrees[d]	26	23	14	11
Department unduly stresses research at expense of properly preparing college teachers[e]	15	31	13	28
Students in department very competitive[f]	48	67	50	62
Departmental faculty see fundamental differences in the discipline[g]	73	86	57	61

* a-g. Please indicate your agreement or disagreement with the following statements:

a. My field is too research oriented.

b. Graduate education in my subject is doing a good job of training students.

c. Many of the best graduate students can no longer find meaning in science and scholarship.

d. Many of the best graduate students in my department drop out before completing their degrees.

e. This department unduly stresses research and research training at the cost of properly preparing college teachers.

f. Students in my department are very competitive.

g. The faculty in my department have fundamental differences about the nature of the discipline.

Source: Carnegie Faculty Survey, 1975.

TABLE 12

FACULTY OPINIONS ON EFFECT OF REFORMS IN CURRICULUM*

	Reform In Departmental Major Requirements[a]			Reform In Institutional Requirements[b]		
	Some or Substantial Improvement	Some or Substantial Harm	There Has Been No Reform	Some or Substantial Improvement	Some or Substantial Harm	There Has Been No Reform
All Faculty	76	11	13	63	24	14
Political Science Faculty	76	9	14	60	26	14
All Faculty at Research Universities I & II	73	13	15	60	23	17
Political Science Faculty at Research Universities I & II	70	12	18	59	26	15

*By and large, what has been the effect of reforms in the curriculum during the past five years on the quality of undergraduate education at your institution? (Substantial improvement; some improvement; some harm; substantial harm; or there has been no reform)

[a]Reform in departmental major requirements
[b]Reform in institutional requirements

Source: Carnegie Faculty Survey, 1975.

TABLE 13

EDUCATIONAL NORMS OF FACULTY*

(Percentages are those who agree)

	Political Science Faculty		All Faculty	
	Everyone	At Research Universities	Everyone	At Research Universities
Grade inflation becoming serious problem[a]	83	85	78	78
Undergraduate grading standards have become less rigorous[b]	87	88	78	78
Achieving tenure more difficult now than 5 years ago[c]	81	92	71	83
Prefer teaching course with limited specialty to broader one[d]	35	34	48	51
"Interdisciplinary" courses are less effective than breadth requirements[e]	44	44	38	42
Abolishing tenure would improve quality of higher education[f]	32	30	40	35
Base faculty promotions in part on student evaluations[g]	81	82	78	77
Affirmative action is unfair to white males[h]	49	50	50	53
One should attempt to insulate one's academic work from one's personal values[i]	48	52	32	35
In my subject, a person's teaching and research inevitably reflect his or her political values[j]	82	83	30	23
I prefer doing work which is precise and rigorous to work which is speculative and intuitive[k]	32	33	39	41

TABLE 13 (Continued)

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a-k. Please indicate your agreement or disagreement with the following statements:

a. Inflation of undergraduate grades is becoming a serious problem.

b. In the past few years, grading standards in undergraduate courses have become less rigorous.

c. In my department it is more difficult to achieve tenure than it was five years ago.

d. I prefer teaching courses which focus on limited specialities to those which cover wide varieties of material.

e. "Interdisciplinary" courses are a less effective method of encouraging students to acquire a variety of perspectives than breadth requirements.

f. The abolition of faculty tenure would on the whole improve the quality of American higher education.

g. Faculty promotions should be based in part on formal student evaluations of their teachers.

h. Affirmative action is unfair to white males.

i. One should attempt to insulate one's academic work from one's personal values.

j. In my subject, a person's teaching and research inevitably reflect his or her political values.

k. I prefer doing work which is precise and rigorous to work which is speculative and intuitive.

Source: Carnegie Faculty Survey, 1975.

TABLE 14

FACULTY ASSESSMENT OF THE IMPORTANCE OF UNDERGRADUATE EDUCATIONAL GOALS *

(Percentages indicate combined "very or fairly important" responses.)

Field	Appreciation of literature and the arts	Firm Moral Values	Competence in Mathematics	Preparation for a Career	Self-Knowledge	Knowledge of one subject in depth
POLITICAL SCIENCE	94	75	73	67	95	79
Sociology	92	65	68	73	96	83
Economics	86	74	85	78	94	73
History	97	82	58	70	95	82
English	98	85	63	75	98	84
Chemistry	85	83	87	91	93	90
Mathematics	88	80	91	87	92	86
Physics	89	78	88	84	92	93
Medicine	84	87	64	86	97	78
Law	92	82	59	71	88	77
Business Administration	74	86	87	93	93	85
Agriculture	69	89	86	92	96	86
Engineering	65	87	92	94	93	86
All Fields	87	83	72	85	96	85

*"Many goals have been proposed for undergraduate education. On the following list, please indicate how important you consider each of the following possible outcomes for the undergraduate."

Source: Carnegie Faculty Survey, 1975.

TABLE 15

ASSESSMENT OF THE ROLE OF UNDERGRADUATES (1975)

(Percentages are for political science faculty and undergraduates, and all faculty and undergraduates, the latter in parentheses.)

	Control Voting Power On Committees	Formal Consultation	Informal Consultation OR little/no role
Faculty Perceptions of Role Undergraduates Now Play In:			
Faculty Appointments	7 (4)	15 (6)	77 (90)
Faculty Promotions	6 (3)	15 (10)	79 (86)
Undergraduate Admissions	11 (9)	5 (8)	84 (83)
Course Content	16 (10)	14 (13)	70 (76)
B.A. Requirements	17 (10)	9 (8)	75 (82)
Faculty Views on Role Undergraduates Should Play In:			
Faculty Appointments	16 (7)	26 (18)	59 (75)
Faculty Promotions	15 (8)	34 (28)	50 (64)
Undergraduate Admissions	20 (15)	28 (26)	52 (59)
Course Content	23 (17)	38 (37)	39 (47)
B.A. Requirements	23 (14)	30 (28)	47 (58)
Undergraduate Views on Role Undergraduates Should Play In:			
Faculty Appointment and Promotion	31 (29)	29 (22)	41 (49)
Undergraduate Admissions	27 (26)	26 (25)	47 (49)
Course Content	37 (32)	34 (35)	30 (33)
B.A. Requirements	31 (25)	31 (31)	38 (44)

*"What role do undergraduates in your institution now play in the following? What role do you believe they should play?" (Control; Voting power on committees; Formal consultation; Informal consultation; or little or no role).

Source: Carnegie Faculty and Undergraduate Surveys, 1975.

TABLE 15 (Continued)

ASSESSMENT OF THE ROLE OF UNDERGRADUATES (1969)

	Control and Voting Power On Committees	Formal Consultation	Informal Consultation OR little/no role
Faculty appointment and promotion.	9 (6)	25 (15)	66 (80)
Undergraduate admissions policy.	25 (13)	29 (24)	45 (63)
Provision and content of courses.	24 (14)	34 (35)	42 (51)
Student discipline.	75 (65)	18 (23)	8 (13)
Bachelor's degree requirements.	25 (13)	36 (30)	39 (57)

*"What role do you believe undergraduates should play in decisions on the following?" (Control; Voting power on committees; Formal consultation; Informal consultation; or little or no role).

Source: Carnegie Faculty and Undergraduate Surveys, 1969.

TABLE 16

PROFESSIONAL STATUS; GRADUATE STUDENTS IN POLITICAL SCIENCE AND OTHER DISCIPLINES; 1969 and 1975*

(The 1969 data are in parentheses)

	Undergraduate average of "A"[a]	Consider self intellectual[b]	Rate self among the best[c]	Would not choose same field[d]
POLITICAL SCIENCE	24 (27)	35 (33)	39 (34)	23 (20)
Sociology	45 (26)	21 (20)	47 (35)	25 (16)
Economics	34 (24)	32 (35)	40 (29)	20 (19)
History	37 (20)	28 (40)	43 (26)	20 (17)
English	48 (33)	22 (29)	48 (27)	20 (17)
Chemistry	33 (26)	28 (36)	30 (21)	20 (19)
Mathematics	45 (31)	33 (44)	27 (20)	21 (17)
Physics	59 (39)	21 (29)	32 (23)	14 (18)
Medicine	53 (23)	30 (42)	24 (22)	7 (6)
Law	40 (12)	34 (48)	24 (27)	13 (8)
Business Administration	20 (12)	46 (60)	28 (25)	19 (23)
Agriculture	35 (23)	46 (60)	37 (24)	15 (21)
Engineering	35 (27)	39 (49)	32 (24)	17 (23)
All Fields	30 (19)	35 (45)	35 (26)	18 (18)

TABLE 16 (Continued)

PROFESSIONAL STATUS;GRADUATE STUDENTS IN POLITICAL SCIENCE AND OTHER DISCIPLINES AT RESEARCH UNIVERSITIES; 1969 and 1975

	Undergraduate average of "A"[a]	Do not Consider self intellectual[b]	Rate self among the best[c]	Would not choose same field[d]
POLITICAL SCIENCE	34 (33)	29 (28)	36 (38)	22 (22)
Sociology	55 (33)	19 (21)	45 (34)	27 (15)
Economics	42 (32)	25 (33)	35 (29)	21 (20)
History	47 (34)	21 (28)	45 (29)	23 (18)
English	54 (42)	15 (21)	51 (35)	25 (17)
Chemistry	43 (33)	27 (32)	30 (24)	19 (19)
Mathematics	53 (45)	32 (34)	25 (23)	23 (15)
Physics	63 (45)	22 (29)	31 (22)	17 (20)
Medicine	54 (26)	28 (41)	22 (21)	7 (7)
Law	52 (17)	33 (44)	25 (23)	12 (9)
Business Administration	28 (18)	41 (53)	33 (27)	18 (18)
Agriculture	33 (24)	42 (54)	37 (24)	13 (21)
Engineering	43 (35)	33 (46)	34 (25)	17 (21)
All Fields	41 (27)	30 (40)	37 (28)	18 (17)

*a. "What was your undergraduate grade point average?"

b. "I consider myself an intellectual." (Agree or disagree).

c. "How do you rate yourself among the graduate students in your department?

d. "If you were to begin your academic training again, would you still choose your present discipline for specialization?"

Sources: Carnegie Graduate Student Surveys, 1969 & 1975.

TABLE 17

UNDERGRADUATE GRADE POINT AVERAGE OF DOCTORAL-LEVEL STUDENTS IN POLITICAL SCIENCE AND OTHER FIELDS *

Field	A or A+	A-	B+	B	B-	Below B-
POLITICAL SCIENCE	13	19	26	18	12	13
Sociology	22	27	20	12	9	11
Economics	15	26	24	15	12	8
History	20	22	25	16	9	8
English	21	33	23	13	6	5
Chemistry	18	17	25	17	13	10
Physics	31	31	19	9	9	2
Law	19	23	28	15	9	7
Engineering	22	25	19	14	11	10

*"What was your undergraduate grade point average?"
Source: Carnegie Graduate Student Survey, 1975.

TABLE 18

GRADUATE STUDENTS JOB INTEREST IN TEACHING VERSUS RESEARCH *

	Very heavily in research	In both, but leaning toward research	In both leaning toward teaching	Very heavily in teaching
All Graduate Students	4	19	38	39
Sociology	10	33	43	15
Economics	8	36	40	16
History	4	25	47	25
English	1	12	46	40
Chemistry	14	47	29	9
Physics	17	56	20	7
Law	2	11	44	44
Engineering	11	43	35	12
POLITICAL SCIENCE	4	28	45	23
Master's	5	24	32	40
Beginning doctoral	7	25	50	17
Advanced doctoral	7	31	47	15
Tier 1	11	34	42	14

* If interested in academic job: "Are you interested primarily in teaching or in research?"
Source: Carnegie Graduate Student Survey, 1975.

TABLE 19

UNDERGRADUATE MAJOR IN THE SAME FIELD AS GRADUATE STUDY
(Row Percentages)

	All Graduate Students	Graduate Students at Research Universities
POLITICAL SCIENCE	49	63
Sociology	60	59
Psychology	66	67
Economics	53	56
History	61	70
English	75	81
Biological Sciences	58	63
Chemistry	90	93
Mathematics	77	83
Physics	84	87
Business Administration	40	34
Agriculture	59	58
Engineering	78	80

Source: Carnegie Graduate Student Survey, 1975.

TABLE 20

GRADUATE STUDENT SELECTION OF A DISSERTATION TOPIC *

Field	I Selected It Independently	Faculty Member And I Selected It	A Faculty Member Really Selected It	My Dissertation Topic Is Part Of A Faculty Member's Program of Research**
POLITICAL SCIENCE	63	33	5	17
Sociology	68	27	5	25
Economics	55	38	7	29
History	55	43	3	12
English	76	22	3	12
Chemistry	13	57	30	89
Physics	22	52	27	77
Law	58	31	10	21
Engineering	31	49	20	60
All Fields	53	36	10	30

*"How was your dissertation topic selected?"

**"If you have selected a dissertation topic: Is your dissertation topic part of a faculty member's program of research?"

Source: Carnegie Graduate Student Survey, 1975.

TABLE 21

EXPECTED OCCUPATION OF ALL GRADUATE STUDENTS AND THOSE IN SELECTED FIELDS *

	None	Teaching: K-12, or Jr. College	Teaching/ Research: 4-year college or University	Other Research	Self Employed	Other Professional	Clerical, Sales/or Manual Worker
All Graduate Students	1	24	18	6	9	38	-
Sociology	1	10	55	10	2	17	1
Economics	1	2	32	15	2	45	1
History	1	30	39	4	3	18	2
English	1	35	48	1	2	9	1
Chemistry	-	2	37	48	2	6	0
Physics	1	3	46	43	2	4	0
Law	1	-	1	-	26	66	-
Engineering	1	1	14	26	4	49	1
POLITICAL SCIENCE	-	7	24	1	3	57	-
Master's	0	7	0	0	4	79	0
Beginning Doctoral	2	11	27	0	0	51	0
Advanced Doctoral	0	8	61	7	0	24	0
Tier 1	0	5	72	5	0	18	0

*"Which one of the following occupations do you realistically expect to enter (or continue in) when you complete your graduate training?"
Source: Carnegie Graduate Student Survey, 1975.

TABLE 22

GRADUATE STUDENTS INTEREST IN AN ACADEMIC JOB *

	Very interested	Fairly interested	Fairly uninterested	Very uninterested
All graduate students	36	30	17	17
Political Science Graduate Students	27	31	21	21
Master's	5	24	33	38
Beginning Doctoral	38	33	15	14
Advanced Doctoral	59	32	6	3
Tier 1	67	26	7	0

*"Are you interested in an academic job?"
Source: Carnegie Graduate Student Survey, 1975.

TABLE 23

GRADUATE STUDENT CONSIDERATION OF A NON-ACADEMIC JOB *

	Yes	No
All Graduate Students	73	27
Sociology	80	20
Economics	86	14
History	75	25
English	67	33
Chemistry	83	17
Physics	84	16
Law	97	3
Engineering	93	7
POLITICAL SCIENCE	90	10
Master's	98	2
Beginning Doctoral	87	14
Advanced Doctoral	91	9
Tier 1	97	3

*"If interested in an academic career: Have you thought much about the possibility of taking a non-academic job?"
Source: Carnegie Graduate Student Survey, 1975.

TABLE 24

CONDITIONS LIKELY TO PREVENT COMPLETION OF GRADUATE WORK *

	Lack of interest	Lack of finances	A job offer	Inability to do the academic work	Too much emotional strain	Family responsibilities	Poor job prospects
All Graduate Students	18	28	29	12	23	28	15
Political Science Graduate Students	22	34	41	15	21	26	19
Master's	31	22	42	17	17	27	14
Beginning Doctoral	20	41	45	13	21	32	18
Advanced Doctoral	11	38	37	6	22	19	25
Tier 1	8	39	34	8	19	19	26

*"Do you think any of the following are likely to prevent you from completing your graduate work?"

Percentages are those responding "yes" and "maybe"
Source: Carnegie Graduate Student Survey, 1975.

TABLE 25

JOB PROSPECTS FOR GRADUATE STUDENTS, AS THEY SEE THEM *

	FOR ACADEMIC JOBS					FOR NON-ACADEMIC JOBS				
	Very Good	Good	Fair	Poor	Very Poor	Very Good	Good	Fair	Poor	Very Poor
All Graduate Students	14	24	34	19	9	22	31	31	12	5
Political Science Graduate Students	7	17	41	27	9	18	36	34	10	2
Master's	8	15	43	27	8	22	40	32	5	1
Beginning Doctoral	2	23	36	21	17	22	39	32	6	2
Advanced Doctoral	4	18	45	25	8	6	29	48	14	3
Tier 1	4	18	40	29	10	5	28	53	9	4

*"Thinking about the next ten years, how would you rate the job prospects for graduate students from your department?"

Source: Carnegie Graduate Student Survey, 1975.

TABLE 26

CONCERN OF GRADUATE STUDENTS ABOUT JOB PROSPECTS *

	Not at all concerned	Somewhat concerned	Concerned quite a lot	Concerned a great deal
All graduate students	40	39	14	7
Political Science Graduate Students	30	40	19	11
Master's	40	35	19	6
Beginning Doctoral	27	41	19	14
Advanced Doctoral	10	57	19	14
Tier 1	2	51	26	22

*"How much do you worry about your job prospects after graduate school?"

Source: Carnegie Graduate Student Survey, 1975.

TABLE 27

GRADUATE STUDENT CONFIDENCE IN FINDING ACADEMIC JOB *

	Very confident	Pretty confident	Not very confident	Not confident at all
All graduate students	19	40	31	10
Sociology	15	50	27	8
Economics	16	40	36	8
History	12	30	41	17
English	9	35	40	16
Chemistry	6	31	52	12
Physics	5	42	40	13
Law	4	19	45	33
Engineering	10	37	43	10
POLITICAL SCIENCE	7	35	39	19
Master's	4	27	37	32
Beginning Doctoral	2	45	40	14
Advanced Doctoral	5	42	37	16
Tier 1	1	35	44	20

*If interested in academic career: "How confident are you that you will be able to find a suitable academic job in teaching or research?"

Source: Graduate Student Survey, 1975.

TABLE 28

POTENTIAL IMPEDIMENTS TO JOB ATTAINMENT *

	Racial or Sexual Discrimination	Affirmative Action	Your Politics	Your Life Style	Your Age
All Graduate Students	24	14	5	9	18
Political Science Graduate Students	28	25	13	11	24
Master's	24	25	7	9	31
Beginning Doctoral	22	24	24	24	21
Advanced Doctoral	39	35	18	11	17
Tier 1	33	44	20	13	9
Men	20	33	13	11	20
Women	55	1	13	9	35
Whites	24	28	13	11	24
Blacks	71	0	7	5	24

*"Do you think any of the following will seriously affect your chances to get a job in your field?" Percentages are those responding that the item "will hurt" their chances.
Sources: Carnegie Graduate Student Survey, 1975.

TABLE 29

CHANGED SPECIALIZATION TO IMPROVE JOB PROSPECTS? *

	Yes	NO
All Graduate Students	21	79
Political Science Graduate Students	25	75
Master's	24	76
Beginning Doctoral	17	83
Advanced Doctoral	32	68
Tier 1	25	75

*"Have you changed your areas of specialization in the course of your graduate training to improve your chances of getting a job?"
Source: Carnegie Graduate Student Survey, 1975.

TABLE 30

GRADUATE STUDENTS CONSIDERING CAREER CHANGE *

	Considered Quitting Graduate School				Considered Changing Field of Study			
	Yes, decided to do so	Yes, have seriously considered it	Yes, considered it but not seriously	No	Yes, decided to do so	Yes, have seriously considered it	Yes, considered it but not seriously	No
All Graduate Students	1	10	24	65	3	9	19	70
Political Science Graduate Students	1	14	22	64	3	12	17	69
Master's	1	12	21	66	3	8	15	73
Beginning Doctoral	0	8	20	73	5	13	15	68
Advanced Doctoral	1	15	23	61	1	7	14	79
Tier 1	1	18	29	51	0	5	15	80

*" During the past year, have you considered quitting graduate school for good? Have you considered changing your field of study?"

Source: Carnegie Graduate Student Survey, 1975.

TABLE 31

WOULD YOU STILL CHOOSE YOUR PRESENT FIELD?*

	Definitely Yes	Probably Yes	Probably No	Definitely No
All Graduate Students	40	42	15	4
Sociology	33	43	20	4
Economics	36	44	16	4
History	41	39	16	4
English	40	40	15	4
Chemistry	30	50	15	5
Physics	35	52	13	1
Law	44	43	12	2
Engineering	37	46	14	3
POLITICAL SCIENCE	32	45	17	5
Master's	36	42	14	8
Beginning Doctoral	41	45	8	6
Advanced Doctoral	27	51	22	1
Tier 1	25	54	19	2

* "If you were to begin your academic training again, would you still choose your present discipline for specialization?"

Source: Carnegie Graduate Student Survey, 1975.

TABLE 32

BACKGROUND CHARACTERISTICS OF GRADUATE STUDENTS; 1969 and 1975,
Political Science Majors and All Fields; All Schools and Research Universities

(The 1969 data are in parentheses.)

	Political Science Graduate Students				All Graduate Students			
	All Schools		Research Universities		All Schools		Research Universities	
Sex								
Male	78	(83)	73	(80)	58	(69)	64	(72)
Religion Raised								
Catholic	28	(24)	24	(26)	30	(27)	27	(25)
Jewish	11	(15)	16	(19)	8	(11)	13	(17)
None	3	(6)	3	(7)	4	(4)	6	(5)
Race								
Blacks	7	(3)	3	(2)	%	(2)	3	(2)
Father's Occupation								
Professional/ Managerial	38	(42)	49	(48)	40	(36)	50	(44)
Manual Worker	28	(19)	24	(20)	27	(23)	19	(20)
Father's Education								
College educated	47	(52)	57	(53)	52	(42)	59	(52)

Source: Carnegie Graduate Student Surveys, 1969 & 1975.

TABLE 33

RELIGIOUS BACKGROUND OF GRADUATE STUDENTS *

	Baptist	Congregational and Presbyterian	Episcopal	Jewish	Lutheran	Methodist	Catholic	None	Others
All Graduate Students	11	11	5	9	7	14	30	4	11
Political Science Graduate Students	13	10	4	11	5	13	28	3	12
Master's	15	11	3	12	4	8	33	2	11
Beginning Doctoral	22	6	6	6	3	13	27	4	13
Advanced Doctoral	10	12	5	12	6	11	26	6	11
Tier 1	13	19	4	9	8	12	28	6	2

*"In what religion were you raised?"
Source: Carnegie Graduate Student Survey, 1975.

TABLE 34

POLITICAL POSITIONS OF GRADUATE STUDENTS; POLITICAL SCIENCE AND OTHER DISCIPLINES

	Liberal	Middle of the road	Conservative
Field			
Sociology	75	16	10
English	61	22	17
History	60	20	20
POLITICAL SCIENCE	58	23	19
Physics	58	21	21
Chemistry	53	23	24
Law	52	25	23
Economics	49	26	24
Engineering	32	32	35
All Fields	43	30	27

*"How would you characterize yourself politically at the present time?"

Source: Carnegie Graduate Student Survey, 1975.

TABLE 35

PREFERENCES OF GRADUATE STUDENTS REGARDING AFFIRMATIVE ACTION*

(Column percentages are for political science graduate students and all graduate students, the latter in parentheses)

	Advance Faculty Appointments of:		Advance Graduate Admission of:	
	Women	Minorities	Women	Minorities
a. By establishing firm goals and timetables and meeting them.	16 (11)	16 (11)	15 (10)	15 (10)
b. By giving preference to women and minorities to increase their numbers, but without strict goals and timetables.	12 (7)	11 (7)	13 (8)	13 (9)
c. By making special efforts to find more women and minority candidates, but giving no preference in appointment.	43 (39)	43 (40)	37 (35)	39 (35)
d. By making appointments without any regard to race or sex.	30 (43)	30 (42)	35 (47)	33 (46)

*"Universities and colleges should respond to any underrepresentation of minorities and women among a) their faculty and b) their graduate and professional students by..."

Source: Carnegie Graduate Student Survey, 1975.

TABLE 36

GRADUATE STUDENTS' EVALUATIONS OF THEIR ACADEMIC EXPERIENCE

	Political Science Graduate Students		All Graduate Students	
	Everyone	At Research Universities	Everyone	At Research Universities
Academic ability of fellow graduate students is excellent.[a]	12	18	20	27
Availability of faculty to graduate students is excellent.[b]	15	16	23	25
Quality of classroom instruction is excellent.[c]	6	7	9	9
Relevance of course content to future occupation is excellent.[d]	14	12	21	22
Intellectual environment is excellent.[e]	12	18	13	17
Field is too research oriented.[f]	32	40	23	25
Dissatisfied with education being received.[g]	34	36	30	31
Much of what done in graduate school is meaningless.[h]	27	29	26	24
Professors don't pay much attention to graduate students.[i]	27	37	23	26
Professor with whom most contact outside regards you as colleague.[j]	23	22	23	24

Source: Carnegie Graduate Student Survey, 1975.

Table 36 (Continued)

How would you describe the following in your Department?

a. The academic ability of your fellow graduate students?
b. The availability of faculty to graduate students.
c. The quality of classroom instruction.
d. The relevance of course content to your future occupation.
e. The intellectual environment.

f. My field is too research oriented. (Agree/disagree)
g. I am basically satisfied with the education I am getting. (agree/disagree)
h. Much of what I do in graduate school is meaningless to me.(agree/disagree)
i. Professors here don't pay much attention to the graduate students. (agree/disagree)
j. Does the professor with whom you have the most academic contact outside the classroom regard you primarily as ... a colleague, an apprentice, an employee, a student?

TABLE 37

STUDENT ASSESSMENTS OF ACADEMIC STANDARDS *

	Admission to Graduate School			The Masters Degree			The Doctorate		
	Should be higher	Left as they are	Should be lower	Should be higher	Left as they are	Should be lower	Should be higher	Left as they are	Should be lower
All Graduate Students	28	68	5	27	66	7	26	68	6
Political Science Graduate Students	34	62	4	31	64	5	28	68	4
Master's	36	57	7	36	59	5	39	57	5
Beginning Doctoral	31	65	4	26	72	3	14	80	5
Advanced Doctoral	40	60	0	30	69	1	35	61	4
Tier 1	42	58	0	27	71	2	33	65	2

*"In your department should academic standards for each of the following be much higher, somewhat higher, left as they are, somewhat lower, or much lower?"

Source: Carnegie Graduate Student Survey, 1975.

TABLE 38

PROPORTIONS OF GRADUATE STUDENTS DISSATISFIED WITH ASPECTS OF THEIR UNDERGRADUATE EDUCATION *

	Foreign Languages	Math and Statistics	Ability to write and organize Material	Preparation in my subject Field	General background of liberal Education	Ability to work On my own	Ability to do original Work	General preparation for graduate school
All Graduate Students	38	32	26	20	17	13	27	19
Political Science Graduate Students	39	47	25	20	13	12	25	22
Master's	28	47	30	20	13	12	24	20
Beginning Doctoral	33	44	17	18	12	11	22	15
Advanced Doctoral	51	46	12	20	21	11	19	23
Tier 1	54	49	14	26	20	13	24	25

*"How satisfied are you with each of the following aspects of your undergraduate education?" (Percentages are those responding "very" or "somewhat" dissatisfied).
Source: Carnegie Graduate Student Survey, 1975.

TABLE 39

PROFESSIONAL STATUS; UNDERGRADUATE MAJORS IN POLITICAL SCIENCE AND OTHER DISCIPLINES, 1969 and 1975

(The 1969 data are in parentheses)

	Secondary school average of "A"[a]	College grade point average of "A"[b]	Rate self as "among the best"[c]	Plans for advanced degree[d]
POLITICAL SCIENCE	28 (21)	19 (9)	15	82 (85)
Sociology	22 (14)	18 (5)	11	62 (61)
Economics	34 (24)	19 (9)	14	71 (75)
History	29 (16)	20 (6)	17	75 (76)
English	37 (25)	24 (12)	21	68 (71)
Chemistry	53 (30)	37 (11)	35	79 (83)
Mathematics	47 (32)	27 (13)	24	66 (68)
Physics	45 (40)	31 (18)	26	82 (88)
Business Administration	21 (7)	16 (4)	11	39 (38)
Agriculture	23 (8)	12 (8)	9	35 (29)
Engineering	26 (18)	19 (7)	14	46 (64)
All Fields	28 (16)	19 (7)	13	52 (52)

a. What was your overall high school grade point average?

b. What is your cumulative college grade point average?

*c. How do you rate yourself academically among the students at your college?

d. What is the highest academic degree that you intend to obtain?

* Data not available for 1969.

Sources: Carnegie Undergraduate Surveys, 1969 and 1975.

Table 39 (Continued)

PROFESSIONAL STATUS; UNDERGRADUATE MAJORS IN POLITICAL SCIENCE AND OTHER DISCIPLINES AT RESEARCH UNIVERSITIES; 1969 and 1975

(The 1969 data are in parentheses)

	Secondary school average of "A"[a]	College grade point average of "A"[b]	Rate self as among the best"[c]	Plans for advanced degree[d]
POLITICAL SCIENCE	43 (35)	26 (10)	16	88 (90)
Sociology	39 (29)	13 (9)	7	78 (60)
Economics	52 (34)	24 (11)	24	80 (87)
History	35 (35)	16 (13)	13	84 (82)
English	47 (43)	29 (19)	23	72 (76)
Chemistry	69 (58)	51 (19)	42	93 (95)
Mathametics	71 (61)	26 (25)	30	72 (83)
Physics	53 (43)	35 (17)	26	95 (95)
Business Administration	36 (21)	14 (10)	11	52 (55)
Agriculture	32 (15)	12 (14)	7	53 (33)
Engineering	55 (35)	25 (13)	17	68 (78)
All Fields	45 (33)	22 (12)	16	69 (69)

a. What was your overall high school grade point average?

b. What is your cumulative college grade point average?

*c. How do you rate yourself academically among the students at your college?

d. What is the highest academic degree that you intend to obtain?

* Data not available for 1969.

Sources: Carnegie Undergraduate Surveys, 1969 and 1975.

TABLE 40

ACADEMIC SELF-RATING OF JUNIORS AND SENIORS*

	Among The Best	Above Average	About Average	Below Average
Juniors and Seniors Planning Graduate Work In:				
POLITICAL SCIENCE	17	50	31	2
Sociology	16	48	35	1
Economics	14	55	25	7
History	20	49	31	0
English	27	50	22	1
Chemistry	29	51	20	0
Math/Statistics	24	54	21	1
Physics	41	39	20	0
Business Administration	17	50	33	1
Agriculture	12	45	38	4
Engineering	20	43	36	1
Junior and Senior Political Science Majors	19	45	35	2
Juniors and Seniors in Political Science planning graduate work in Political Science	17	47	35	1
Juniors and Seniors in Political Science planning graduate work in Law	30	39	30	2

*How do you rate yourself academically among the students at your college?

Source: Carnegie Undergraduate Student Survey, 1975.

TABLE 41

COLLEGE GRADE POINT AVERAGE OF JUNIOR AND SENIOR UNDERGRADUATES *

	A or A+	A-	B+	B	B-	C+	C	C-or Below
Juniors and Seniors Planning Graduate Work In:								
POLITICAL SCIENCE	8	9	27	21	15	9	11	-
Sociology	8	21	17	12	17	19	5	0
Economics	9	8	14	23	24	18	5	0
History	11	23	17	20	8	12	10	0
English	7	23	28	24	7	11	1	0
Chemistry	18	12	12	15	10	20	14	0
Mathematics/Statistics	20	11	21	20	16	10	2	0
Physics	32	3	19	19	14	6	8	0
Business Administration	6	12	16	22	17	17	9	2
Agriculture	7	11	10	17	17	26	12	2
Engineering	7	16	14	14	19	18	11	1
Junior and Senior Political Science Majors	7	10	20	17	21	16	10	1
Juniors and Seniors in Political Science Planning Graduate Work in Political Science	9	7	23	21	18	9	13	0
Juniors and Seniors in Political Science Planning Graduate Work in Law	9	14	19	18	19	15	5	1

* What is your cumulative college grade point average?

Source: Carnegie Undergraduate Student Survey, 1975

TABLE 42

HIGH SCHOOL GRADE POINT AVERAGE OF JUNIOR AND SENIOR UNDERGRADUATES *

Juniors and Seniors Planning Graduate Work In:	A or A+	A-	B+	B	B-	C+	C	C- or Below
POLITICAL SCIENCE	19	12	15	21	14	7	9	3
Sociology	14	12	13	22	7	15	12	4
Economics	15	13	35	21	4	4	5	4
History	12	22	14	15	11	8	15	2
English	16	16	24	23	8	5	7	2
Chemistry	26	22	19	11	7	6	6	2
Mathematics/Statistics	30	19	16	6	8	11	9	2
Physics	30	19	12	19	4	5	11	1
Business Administration	15	15	21	17	10	12	9	2
Agriculture	23	13	19	21	6	13	4	1
Engineering	16	13	22	16	12	10	8	2
Junior and Senior Political Science Majors	13	12	19	23	10	11	9	3
Juniors and Seniors in Political Science Planning Graduate Work in Political Science	12	13	21	19	15	4	11	5
Juniors and Seniors in Political Science Planning Graduate Work in Law	14	13	13	27	10	12	12	0

*What was your overall high school grade point average?

Source: Carnegie Undergraduate Student Survey, 1975.

TABLE 43

HIGH SCHOOL COURSE BACKGROUND OF UNDERGRADUATES *

	Second Year Algebra	Junior or Senior English Composition	Year or More of Foreign Language
All Undergraduates	66	73	72
All Political Science Majors	72	78	82
Political Science Majors at Research Universities I & II	84	82	87
Junior and Senior Political Science Majors	67	79	85
Junior and Senior Political Science Majors Planning Graduate Work in Political Science	63	73	87

*Which of the following, if any, did you take in high school?

Source: Carnegie Undergraduate Survey, 1975.

TABLE 44

COLLEGE COURSES COMPLETED BY UNDERGRADUATES*

	College Algebra	Calculus	Statistics	Year or More Of One Specific Foreign Language
All Undergraduates	36	26	21	23
All Political Science Majors	31	16	21	38
Political Science Majors at Research Universities I and II	26	27	17	49
Junior and Senior Political Science Majors	32	17	27	49
Junior and Senior Political Science Majors planning graduate work in Political Science	34	21	20	51

*"Which of the following, if any, have you taken since entering college?"

Source: Carnegie Undergraduate Survey, 1975.

TABLE 45

POST-BACCALAUREATE EDUCATIONAL PLANS OF SENIORS*

	Almost Certainly Will Go On	Probably Will Go On	Possibly Will Go On	Almost Certainly Will Not Go On	No Idea
Seniors Presently Majoring In:					
POLITICAL SCIENCE	54	14	17	10	5
Sociology	29	25	22	17	7
Economics	32	17	33	9	10
History	46	16	23	9	6
English	32	19	26	17	6
Chemistry	62	14	17	7	-
Math/Statistics	40	18	31	9	2
Physics	37	31	24	2	6
Business Administration	22	16	32	24	6
Agriculture	13	17	36	31	3
Engineering	26	18	26	17	13

*"What are your present thoughts about going on to graduate or professional school?"

Source: Carnegie Undergraduate Student Survey, 1975

TABLE 46

EXPECTED LONG-RUN CAREER PLANS OF JUNIOR AND SENIOR UNDERGRADUATES *

Expected Long-run Career	All	Political Science Majors	Political Science Majors At Research Universities I & II
Art and Environmental Design	5	3	2
Business/Public Relations	22	11	19
Engineering-Other Technical	9	0	0
Medicine and Health	16	1	1
Law	4	35	38
Social Science	10	11	4
Teaching: K-12	14	2	1
College Teaching	4	2	3
Government Administration	2	26	24
Homemaker (full-time)	1	-	0
Other, undecided	13	11	10

* Please indicate your expected long-run career choice.

Source: Carnegie Undergraduate Student Survey, 1975.

TABLE 47

PROPORTION OF STUDENTS PLANNING GRADUATE WORK IN SAME DISCIPLINE AS PRESENT MAJOR AREA*

(Percentages are of those planning to do graduate work for 1975 and 1969, the latter in parentheses)

All Undergraduates Majoring or Intending to Major in:	Percentage of All Undergrads Planning to do Grad Work in Same Area as Their Major.	Percentage of Junior & Senior Majors Planning to do Grad Work in Same Area.	Percentage of Junior & Senior Majors at Tier I Schools Planning to do Grad Work in Same Area.	Percentage of Junior & Senior Majors Planning Grad Work in Law.
POLITICAL SCIENCE	30 (37)	36 (35)	32 (31)	45
Sociology	29 (42)	22 (34)	7 (55)	9
Economics	36 (42)	30 (47)	21 (35)	20
History	36 (61)	33 (60)	19 (44)	34
English	31 (61)	33 (61)	37 (52)	13
Chemistry	42 (59)	41 (51)	27 (46)	0
Math/Statistics	48 (64)	41 (52)	35 (43)	1
Physics	58 (72)	54 (65)	62 (57)	0
Business Administration	68 (76)	70 (77)	71 (59)	8
Agriculture	59 (65)	55 (67)	61 (41)	0
Engineering	73 (74)	66 (71)	67 (61)	1

Source: Carnegie Undergraduate Surveys, 1969 and 1975.

TABLE 48

CONCERN OF JUNIOR AND SENIOR UNDERGRADUATES ABOUT JOB PROSPECTS*

	Not At ALL	Somewhat	Quite A Lot	A Great Deal
Juniors and Seniors Majoring In:				
POLITICAL SCIENCE	15	44	23	18
Sociology	19	37	31	13
Economics	21	45	26	9
History	16	45	22	18
English	22	40	23	15
Chemistry	28	40	24	8
Math/Statistics	17	48	24	11
Physics	30	32	31	7
Business Administration	26	42	21	12
Agriculture	27	36	25	13
Engineering	35	42	17	6

*"How much do you worry about your job prospects after leaving college?"

Source: Carnegie Undergraduate Student Survey, 1975.

TABLE 49

RATINGS BY JUNIORS AND SENIORS OF FUTURE JOB PROSPECTS IN THEIR DISCIPLINES*

	Very Good	Good	Fair	Poor	Very Poor
Juniors and Seniors Majoring In:					
POLITICAL SCIENCE	7	21	38	26	8
Sociology	4	27	41	22	6
Economics	21	40	32	6	1
History	2	12	32	34	21
English	5	15	38	29	13
Chemistry	22	52	22	4	0
Math/Statistics	26	43	19	9	3
Physics	14	31	28	23	5
Business Administration	30	46	20	4	1
Agriculture	22	37	26	12	3
Engineering	45	38	14	3	-

*"Thinking about the next 10 years, how would you rate the job prospects for students with your major or intended major?"

Source: Carnegie Undergraduate Student Survey, 1975.

TABLE 50

BACKGROUND CHARACTERISTICS OF UNDERGRADUATES, 1969 and 1975
Political Science Majors and All Fields; All Schools and Research Universities

(The 1969 data are in parentheses)

	Undergraduate Political Science Majors		All Undergraduates	
	All Schools	Research Universities	All Schools	Research Universities
Sex				
Male	70 (76)	68 (83)	50 (52)	55 (61)
Religion Raised				
Catholic	32 (26)	25 (20)	31 (29)	27 (23)
Jewish	14 (15)	20 (25)	5 (5)	11 (13)
None	4 (1)	7 (2)	4 (2)	6 (3)
Race				
Blacks	13 (4)	6 (1)	8 (4)	3 (2)
Father's Occupation *				
Professional/ Managerial	46	54	39	53
Manual Worker	25	17	31	16
Father's Education				
College educated	53 (58)	66 (69)	47 (46)	69 (62)

*Comparable data for father's occupation is not available for 1969.

Source: Carnegie Undergraduate Surveys, 1969 and 1975.

TABLE 51

PARENTAL INCOME OF JUNIORS AND SENIORS IN SELECTED FIELDS*

	Less Than $10,000	$10,000-14,999	$15,000-19,999	$20,000-29,999	$30,000-49,999	$50,000 And Over
Juniors and Seniors Majoring In:						
POLITICAL SCIENCE	21	20	18	18	13	10
Sociology	19	25	16	21	11	7
Economics	10	27	16	21	15	10
History	22	19	13	23	13	10
English	20	14	17	19	20	10
Chemistry	16	17	19	23	15	10
Math/Statistics	21	22	22	24	8	4
Physics	20	24	25	19	11	2
Business Administration	24	22	16	21	11	7
Agriculture	23	22	16	20	13	7
Engineering	22	25	17	21	10	3

*"What was your parents total income in 1975, before taxes, so far as you know?"

Source: Carnegie Undergraduate Student Survey, 1975.

TABLE 52

POLITICAL POSITION OF ALL UNDERGRADUATES AND SENIORS ONLY*

(Seniors are in parentheses)

	Liberal	Middle of the Road	Conservative
All Undergraduates			
Majoring In:			
POLITICAL SCIENCE	54 (61)	26 (21)	19 (17)
English	51 (53)	29 (27)	20 (21)
Sociology	47 (55)	40 (29)	13 (16)
Economics	45 (53)	29 (28)	26 (19)
History	42 (44)	35 (34)	23 (22)
Physics	39 (28)	32 (27)	29 (44)
Chemistry	35 (41)	40 (37)	25 (22)
Math/Statistics	35 (40)	42 (38)	23 (22)
Agriculture	33 (35)	40 (32)	27 (33)
Engineering	30 (26)	42 (40)	28 (34)
Business Administration	28 (27)	43 (41)	29 (32)

*"How would you characterize yourself politically at the present time?"

Source: Carnegie Undergraduate Survey, 1975.

TABLE 53

POLITICAL SELF-DESCRIPTION OF UNDERGRADUATES, GRADUATE STUDENTS AND FACULTY; POLITICAL SCIENCE AND ALL FIELDS*

	Liberal	Middle of the Road	Conservative
POLITICAL SCIENCE			
Undergraduates	54	26	19
Graduate Students	58	23	19
Faculty	68	18	14
All Fields			
Undergraduates	36	39	26
Graduate Students	43	30	27
Faculty	41	28	31

*"How would you characterize yourself politically at the present time?"

Source: Carnegie Faculty, Graduate and Undergraduate Surveys, 1975.

TABLE 54

EVALUATIONS BY JUNIORS AND SENIORS OF THEIR MAJOR FIELD*

	Very Satisfied	Satisfied	On The Fence	Dissatisfied	Very Dissatisfied
Juniors and Seniors Majoring In:					
POLITICAL SCIENCE	13	61	16	7	3
Sociology	14	61	12	14	0
Economics	13	65	17	4	1
History	24	55	17	3	1
English	23	57	15	4	-
Chemistry	23	59	12	5	1
Math/Statistics	20	58	14	6	3
Physics	35	47	9	9	0
Business Administration	16	61	15	7	1
Agriculture	20	59	13	6	3
Engineering	19	62	13	6	1

*"What is your overall evaluation of your major studies?"

Source: Carnegie Undergraduate Student Survey, 1975.

TABLE 55

ATTITUDES OF JUNIORS AND SENIORS TOWARD THEIR MAJOR FIELD*

	My Grades Understate The True Quality Of My Work	I Am Very Interested In My Field Independent Of My Chances To Work In It	Students In My Major Are Very Competitive	Degree Requirements Here Prevent Me From Taking As Many Courses In My Major As I Would Like
Juniors and Seniors Majoring In:				
POLITICAL SCIENCE	19	48	40	16
Sociology	18	56	16	11
Economics	13	40	33	11
History	15	65	27	13
English	14	69	23	15
Chemistry	14	47	57	8
Math/Statistics	14	44	33	13
Physics	17	75	45	21
Business Administration	20	35	44	20
Agriculture	20	54	34	26
Engineering	14	46	43	17

*"Please indicate the extent of your agreement or disagreement with each of the following statements." Percentages are those responding "strongly agree".

Source: Carnegie Undergraduate Student Survey, 1975.

TABLE 56

EVALUATIONS BY UNDERGRADUATES OF THEIR ACADEMIC EXPERIENCE

	Political Science Majors		All Undergraduates	
	All Schools	Research Universities	All Schools	Research Universities
Most faculty not strongly interested in academic problems of undergraduates.[a]	53	70	44	60
Most undergraduates at my college are not satisfied with the education they are getting.[b]	29	28	28	33
Much of what is taught at my college is irrelevant.[c]	28	30	29	36
It is possible to get good grades without really understanding the material.[d]	62	60	61	67
Most students are treated like "numbers in a book."[e]	45	64	41	63
My college is much like high school.[f]	22	13	27	13
I do not trust faculty to look out for students' interests.[g]	26	40	23	35
I find myself bored in class.[h]	45	46	40	43
Part of undergraduate education is repetition of high school.[i]	40	37	38	38
Much of what I do in college is meaningless to me.[j]	24	28	21	26
Typical undergraduate curriculum has suffered from specialization of faculty members.[k]	36	35	34	35
Overall, dissatisfied with college.[l]	8	13	8	13
Overall, dissatisfied with teaching.[m]	11	13	13	17

Source: Carnegie Undergraduate Student Survey, 1975.

Table 56 (Continued)

a-k. Please indicate your agreement or disagreement with the following statements:

a. Most faculty at my college are strongly interested in the academic problems of undergraduates. Agree/disagree

b. Most undergraduates at my college are satisfied with the education they are getting. Agree/disagree

c. Much of what is taught at my college is irrelevant to what is going on in the outside world. Agree/disagree

d. It is possible to get good grades without really understanding the material. Agree/disagree

e. Most students are treated like "numbers in a book." Agree/disagree

f. My college is much like high school. Agree/disagree

g. On the whole, I trust the faculty here to look out for students interests. Agree/disagree

h. I find myself bored in class. Agree/disagree

i. Part of my undergraduate education was a wasteful repetititon of work I had already covered in high school. Agree/disagree

j. Much of what I do in college is really very meaningless to me. Agree/disagree

k. The typical undergraduate curriculum has suffered from the specialization of faculty members. Agree/disagree

l. What is your overall evaluation of your college? Satisfied/dissatisfied

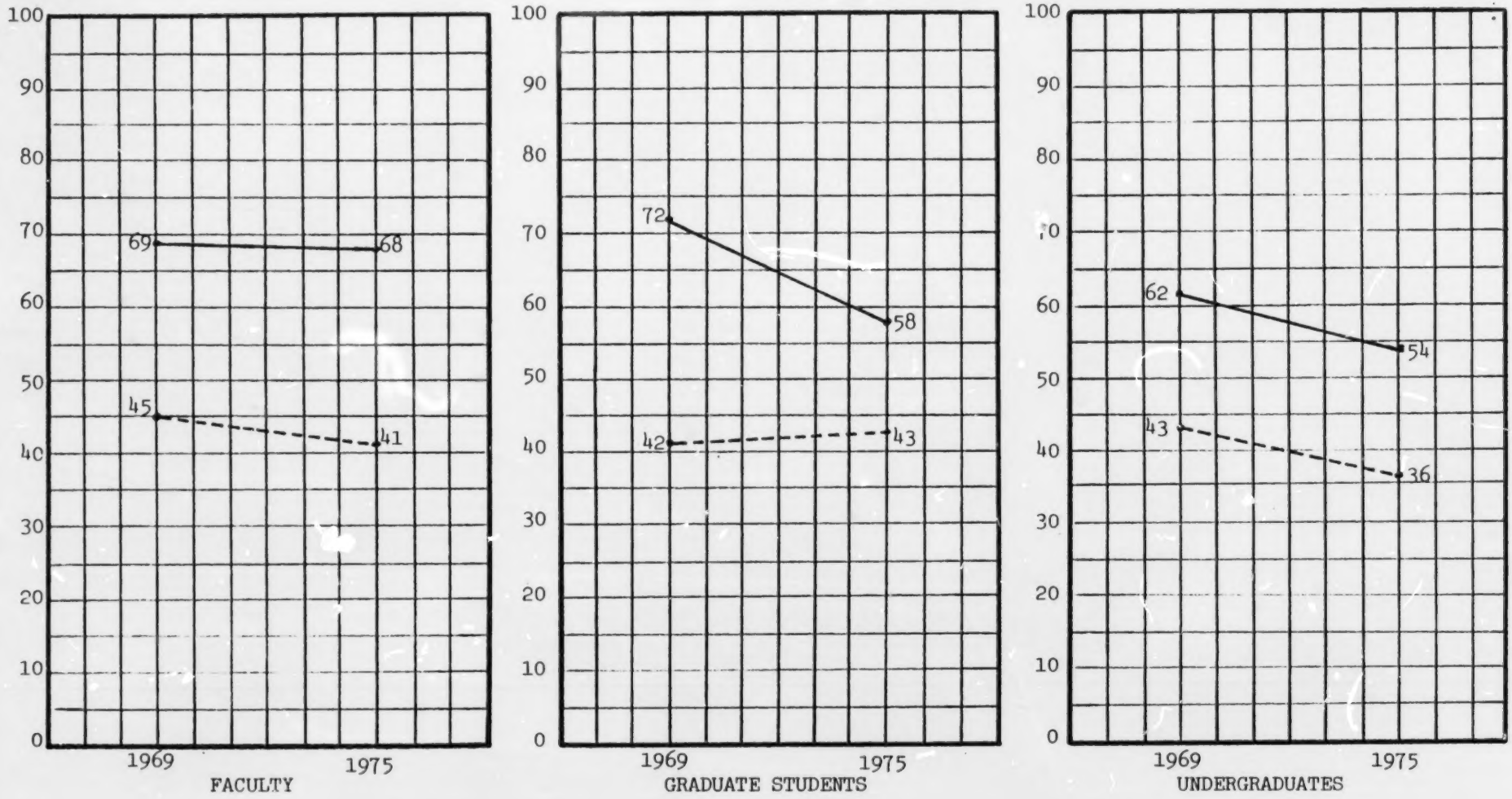
m. Overall, how satisfied are you with the teaching you have had at your college? Satisfied/dissatisfied

---

Source: Carnegie Undergraduate Student Survey, 1975.

GRAPH 1

Liberalism of Faculty, Graduate Students, and Undergraduates; from 1969 to 1975.



How would you characterize yourself politically at the present time? (left; liberal; middle-of-the-road; moderately conservative; strongly conservative)

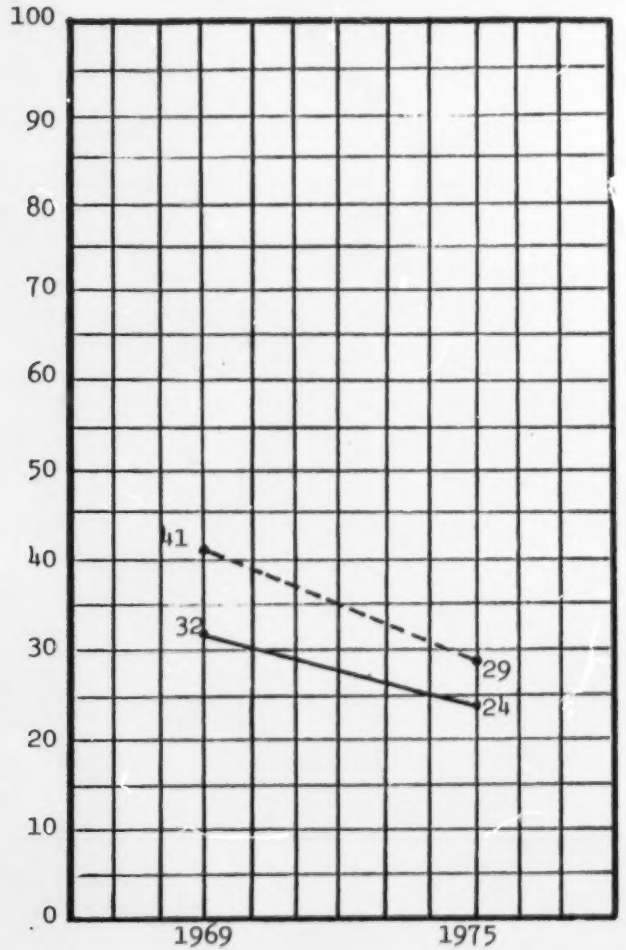
Political Science ———
All Disciplines - - - -

Percentages are those describing themselves as "liberal" or "left"

Source: Carnegie Faculty & Student Surveys: 1969 & 1975.

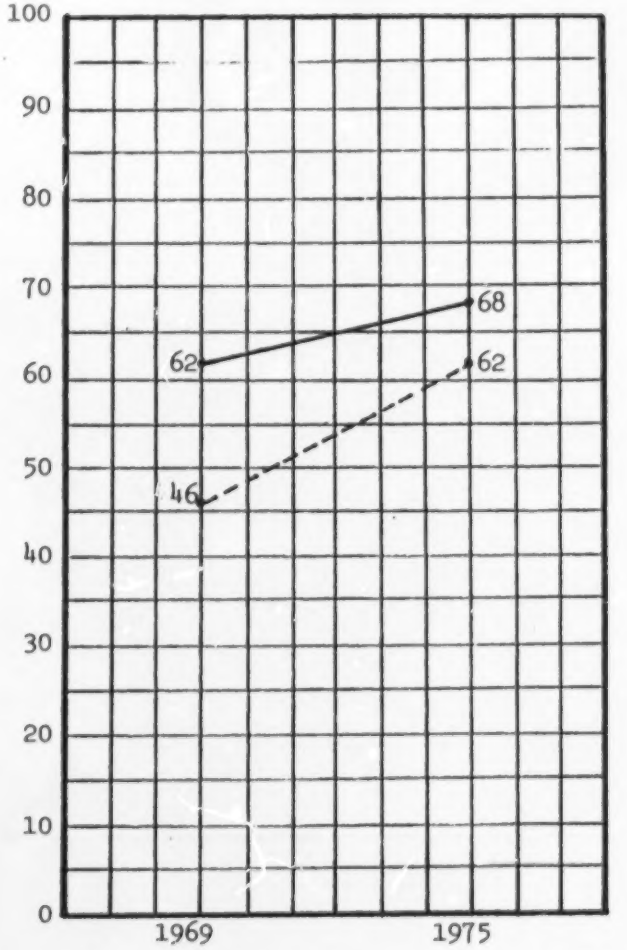
GRAPH 2

Faculty Views of Collective Bargaining



Collective bargaining by faculty members has no place in a college or university. Percentages are those answering "Strongly Agree" and "Agree with Reservations"

Political Science ———
All Faculty ----



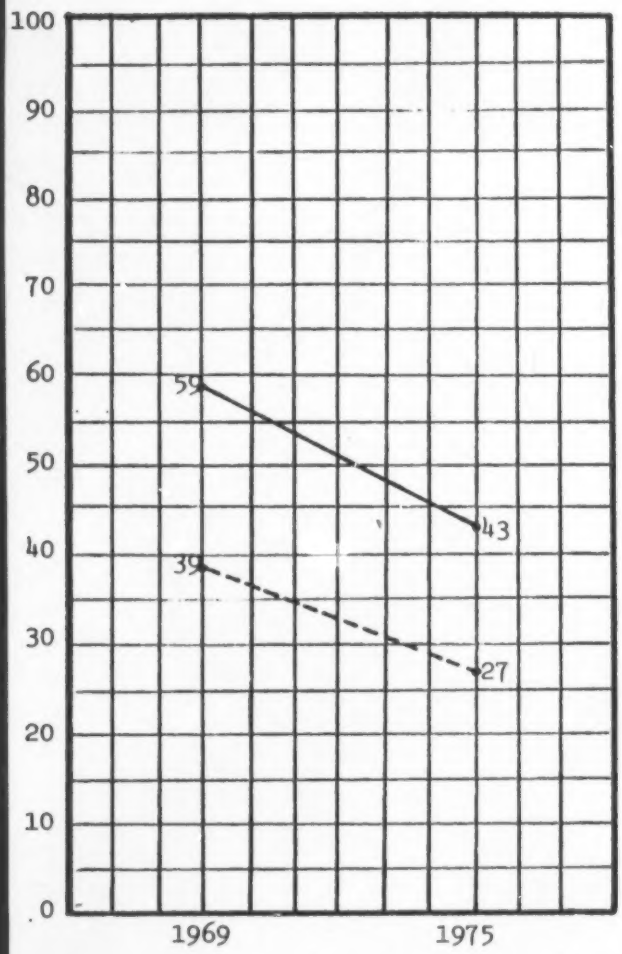
1969: Do you feel that there are circumstances in which a strike would be a legitimate means of collective action by faculty members? Percentages are those answering "Definately Yes" and "Probably Yes"

1975: There are circumstances in which a strike would be a legitimate means of collective action by faculty members. Percentages are those answering "Strongly Agree" and "Agree with Reservations"

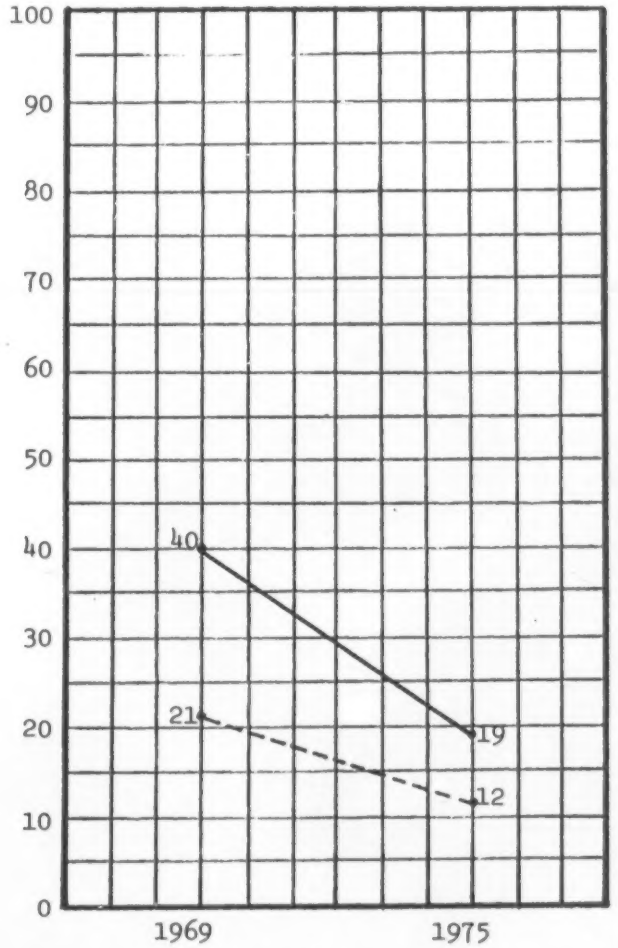
Source: Carnegie Faculty Surveys: 1969 & 1975

GRAPH 3

Faculty Views on Affirmative Action



More minority undergraduates should be admitted here even if it means relaxing normal academic standards of admissions.



The normal academic requirements should be relaxed in appointing members of minority groups to the faculty here.

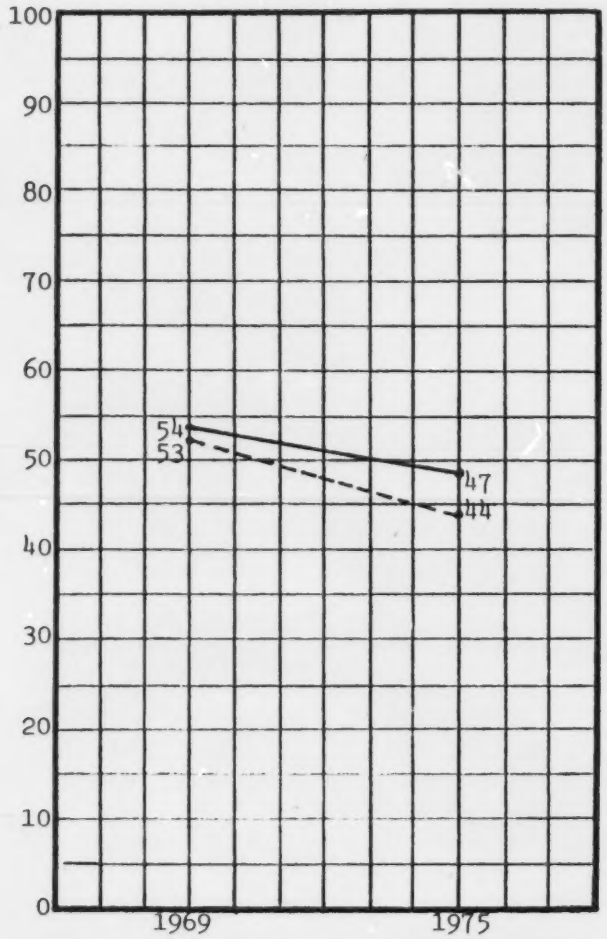
Political Science ———
All Faculty - - - -

Percentages are those answering "Strongly Agree" and "Agree with Reservations"

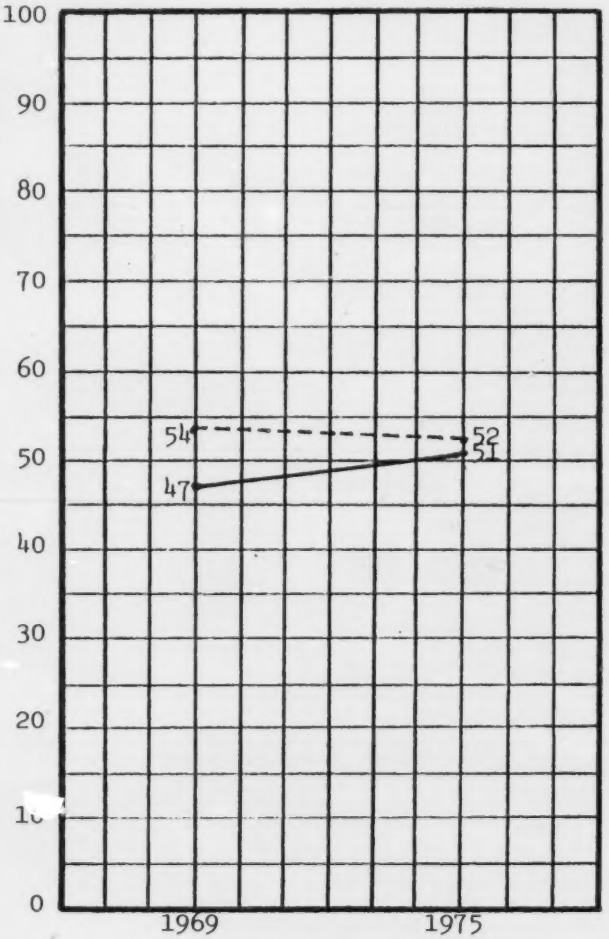
Source: Carnegie Faculty Surveys: 1969 & 1975.

GRAPH 4

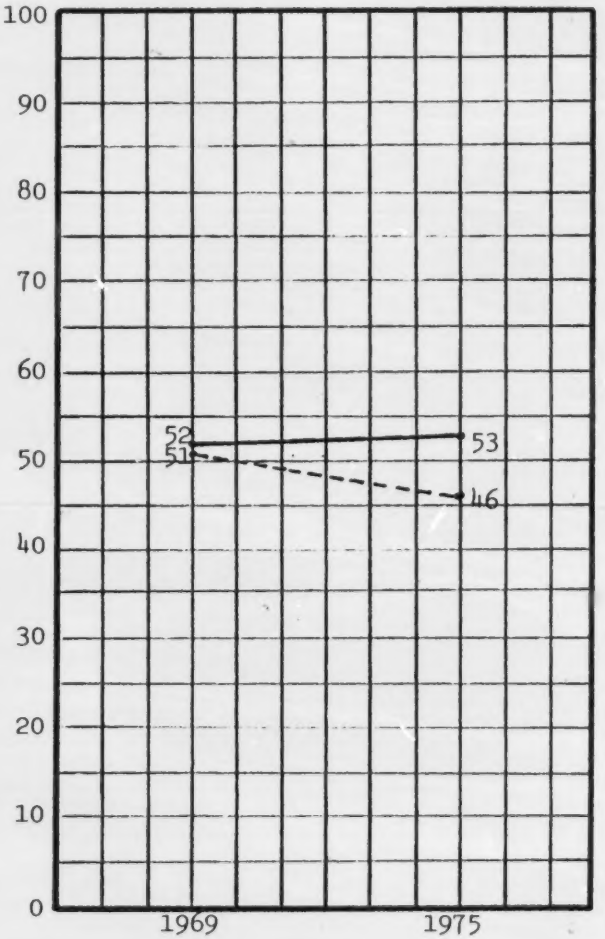
Faculty Assessments of Their Conditions of Employment



How would you rate each of the following?
Your own salary.



Ratio of teaching faculty to students.



Teaching load

Political Science ———
All Faculty - - - -

Percentages are those answering "Excellent" and "Good"

Source: Carnegie Faculty Surveys: 1969 & 1975

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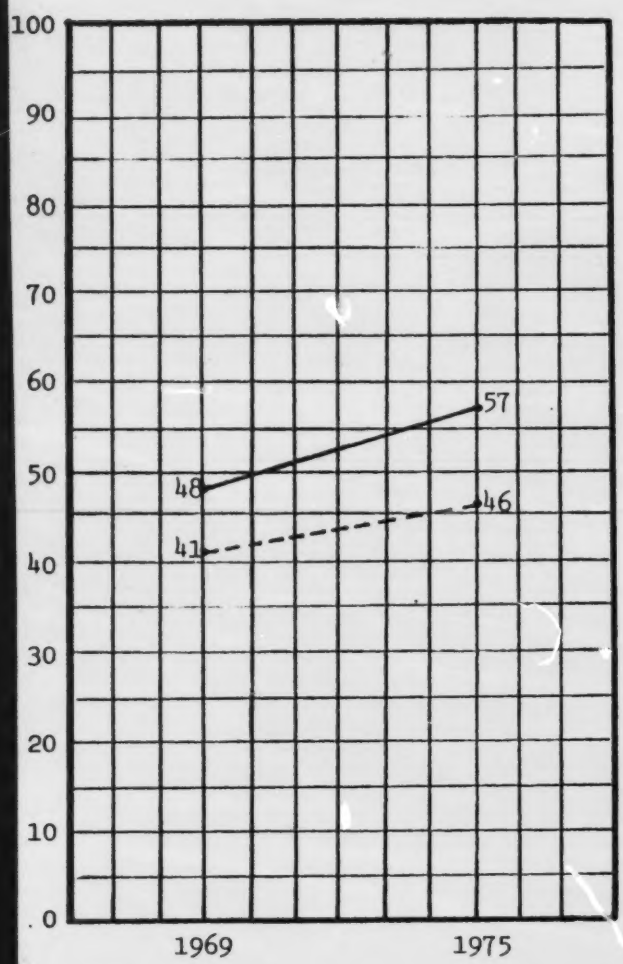
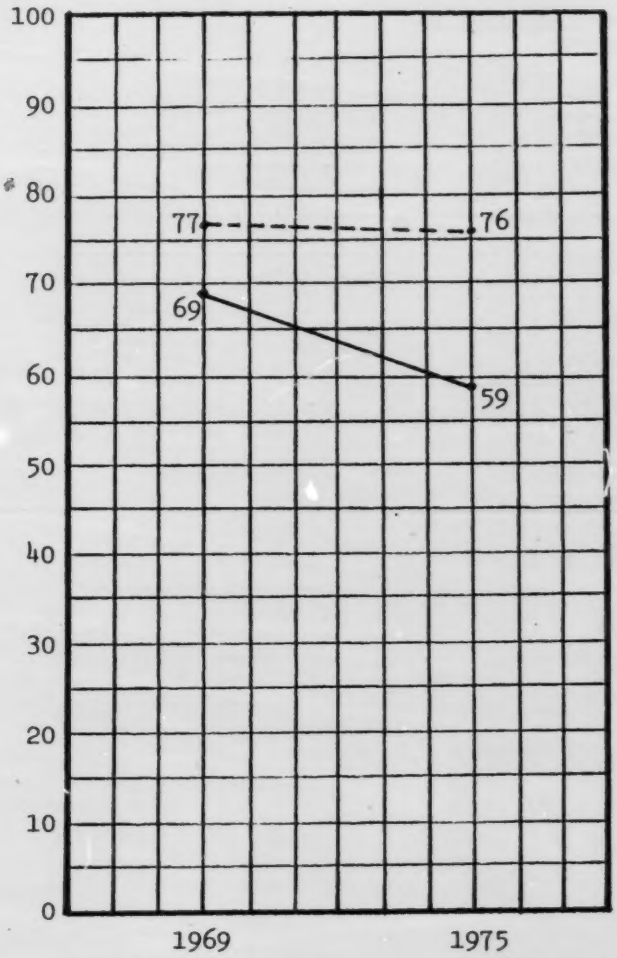
GRAPH 5

Faculty Judgments on Promotion Standards



In my department it is very difficult for a person to achieve tenure if he or she does not publish.



Teaching effectiveness, not publications should be the primary criterion for promotion of faculty.

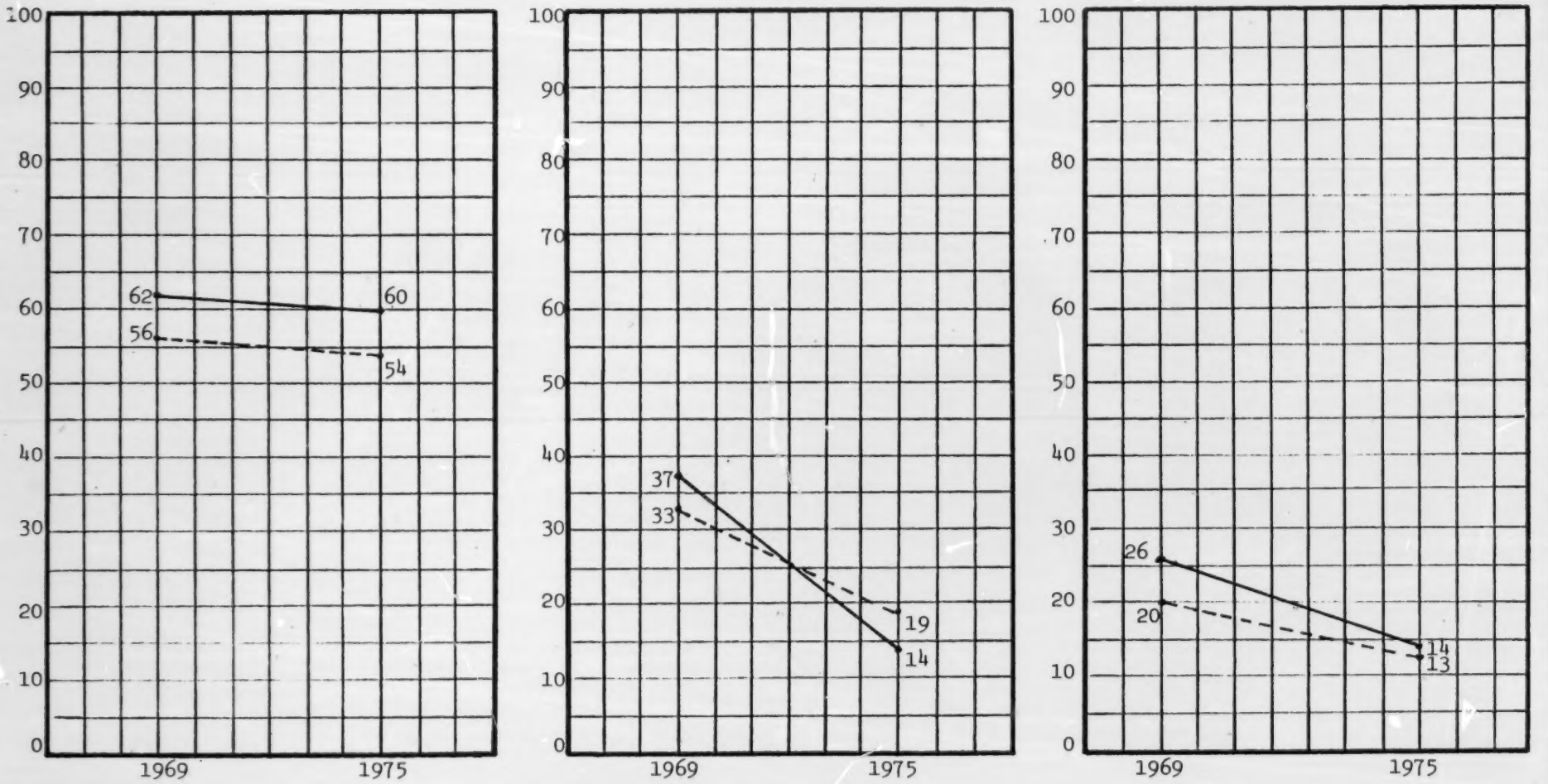
Political Science ———
All Faculty - - - -

Percentages are those answering "Strongly Agree" and "Agree with Reservations"

Source: Carnegie Faculty Surveys: 1969 & 1975.

GRAPH 6

How to Improve, or Harm, Undergraduate Education: The Views of Faculty



Undergraduate education in America would be improved if:

Students were required to spend a year in community service at home or abroad.

Grades were abolished.

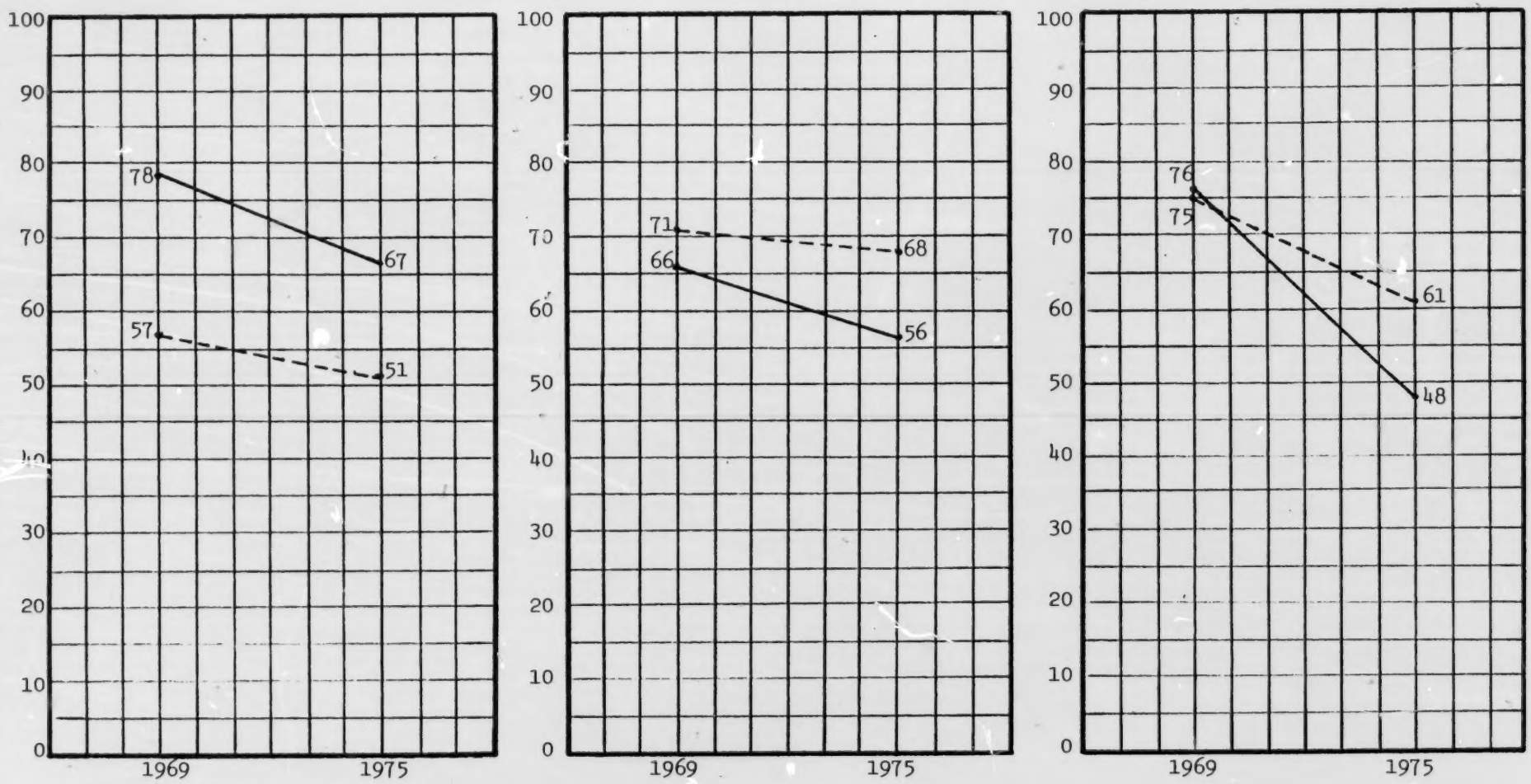
All courses were elective.

Political Science ———
All Faculty - - - -

Percentages are those answering "Strongly Agree" and "Agree with Reservations"

Source: Carnegie Faculty Surveys: 1969 & 1975.

GRAPH 6
(continued)



Undergraduate education in America would be improved if:

There were less emphasis on specialized training and more on a broad liberal education

More attention were paid to the emotional growth of students.

Course work were more relevant to contemporary life and problems.

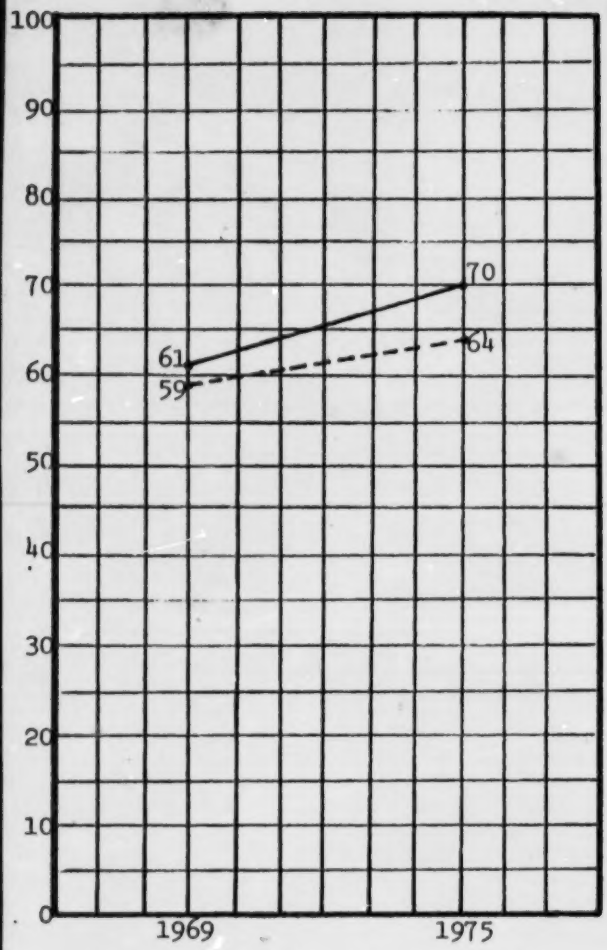
Political Science ———
All Faculty - - - -

Percentages are those answering "Strongly Agree" and "Agree with Reservations"

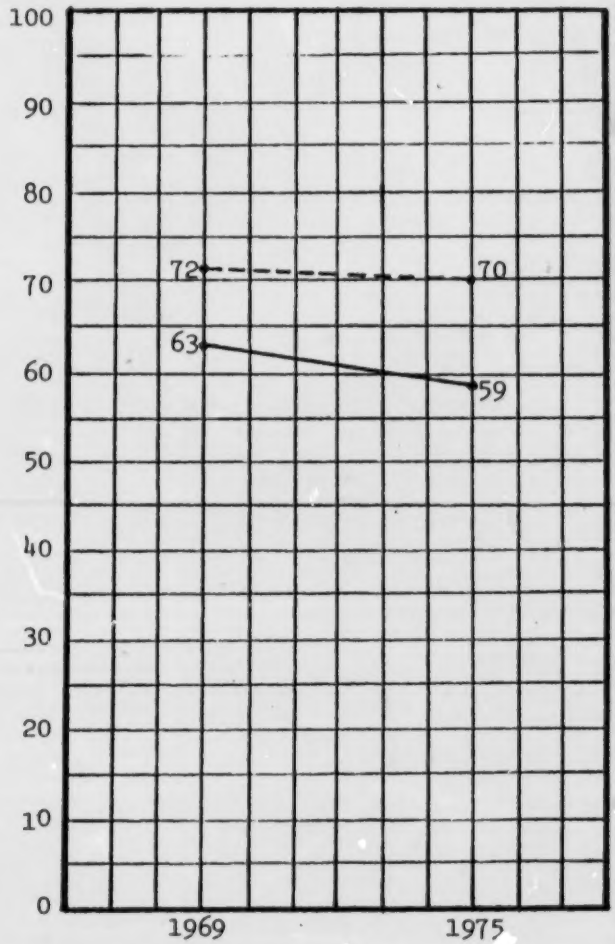
Source: Carnegie Faculty Surveys: 1969 & 1975.

GRAPH 7

Faculty Assessments of Discipline Performance



Big contract research has become more a source of money and prestige for researchers than an effective way of advancing knowledge.



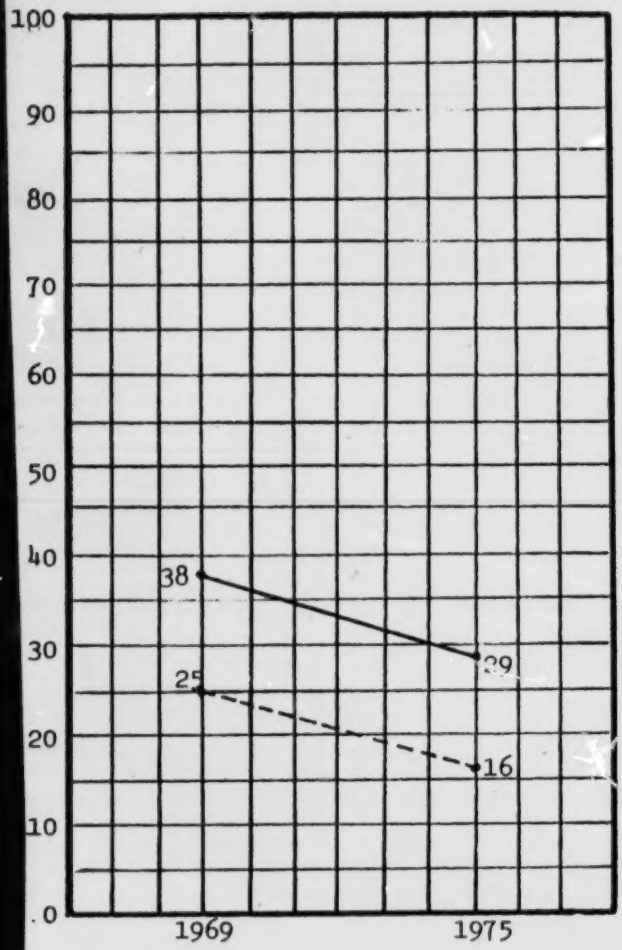
Graduate education in my subject is doing a good job of training students.

Political Science ———
All Faculty - - - -

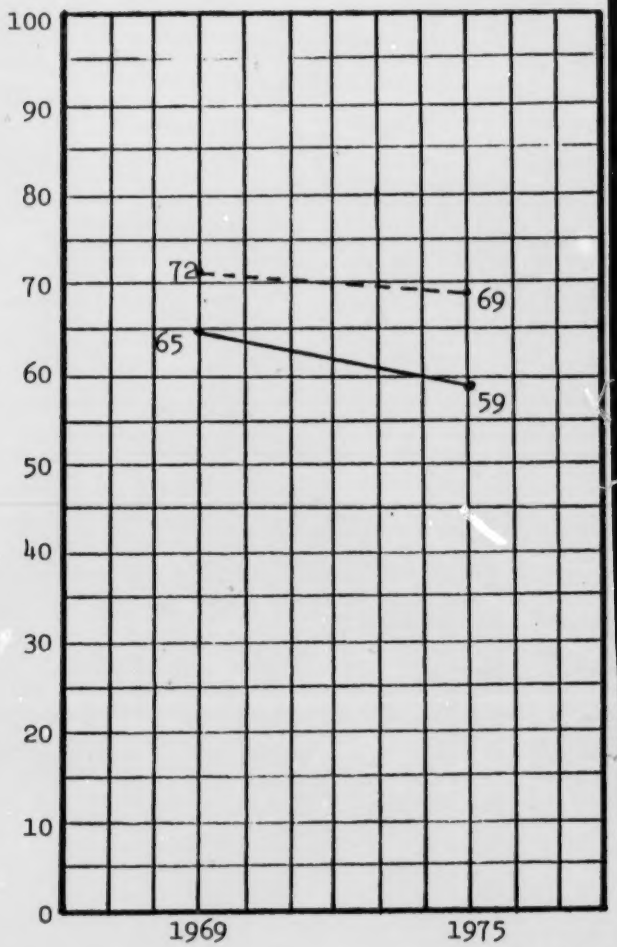
Percentages are those answering "Strongly Agree" and "Agree with Reservations"

Source: Carnegie Faculty Surveys: 1969 & 1975.

GRAPH 7
(continued)



My field is too research oriented.



Most Undergraduates here are basically satisfied with the education they are getting.

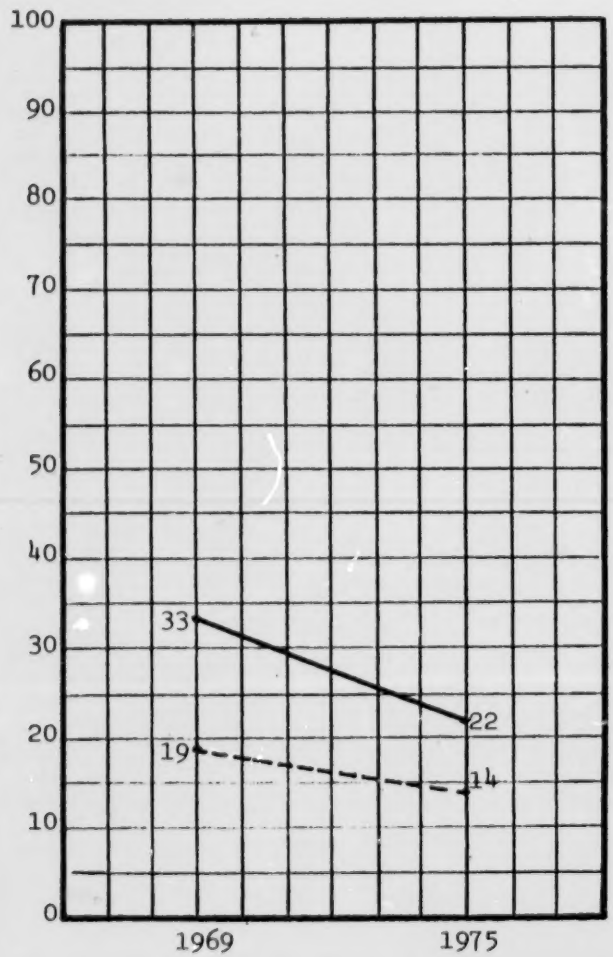
Political Science ———
All Faculty - - - -

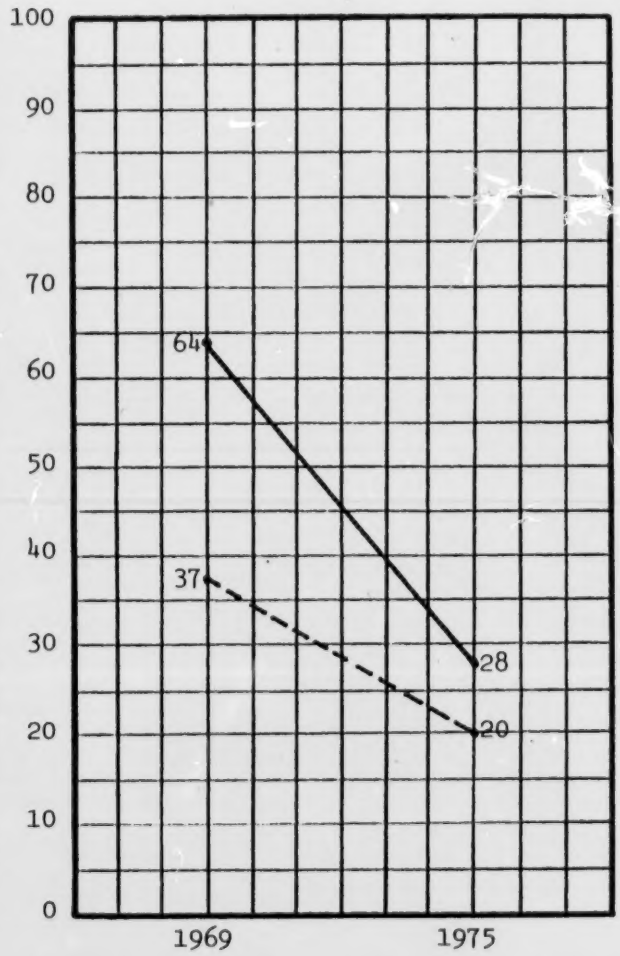
Percentages are those answering "Strongly Agree" and "Agree with Reservations"

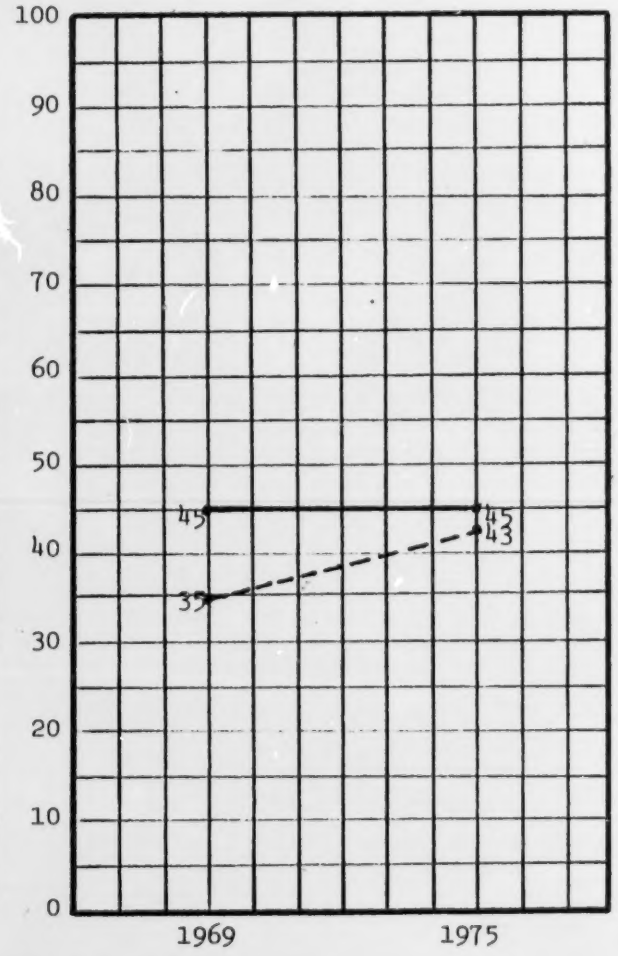
Source: Carnegie Faculty Surveys: 1969 & 1975.

GRAPH 8

GRADUATE STUDENT VIEWS ON AFFIRMATIVE ACTION AND THE RACIAL PERFORMANCE OF ACADEME







Please indicate the extent of your agreement or disagreement with each of the following statements:

The normal academic requirements should be relaxed in appointing members of minority groups to the faculty here.

More minority group undergraduates should be admitted here even if it means relaxing normal academic standards of admission.

Most American colleges and universities are racist whether they mean to be or not.

Political Science ——

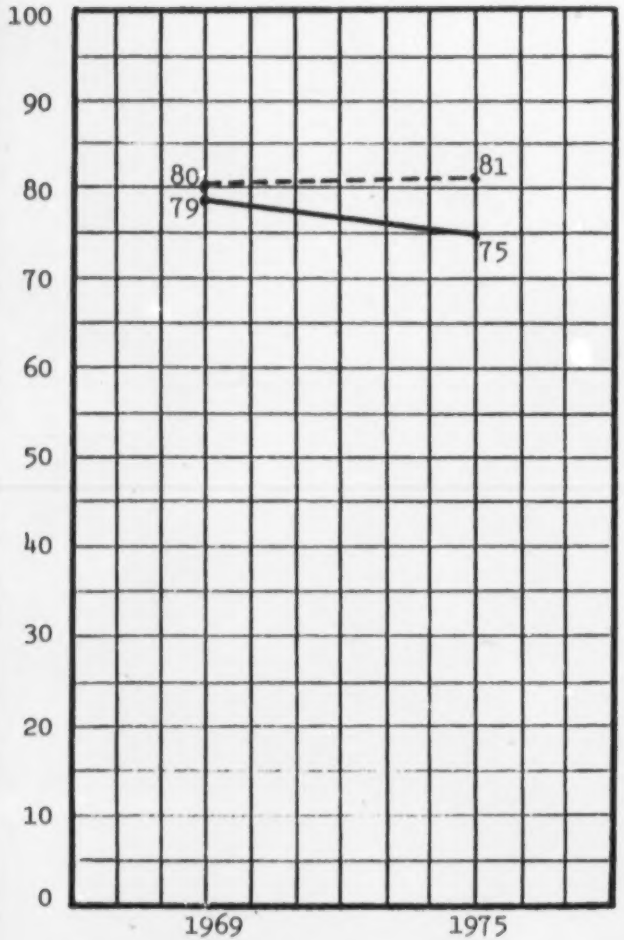
All Graduate Students - - - -

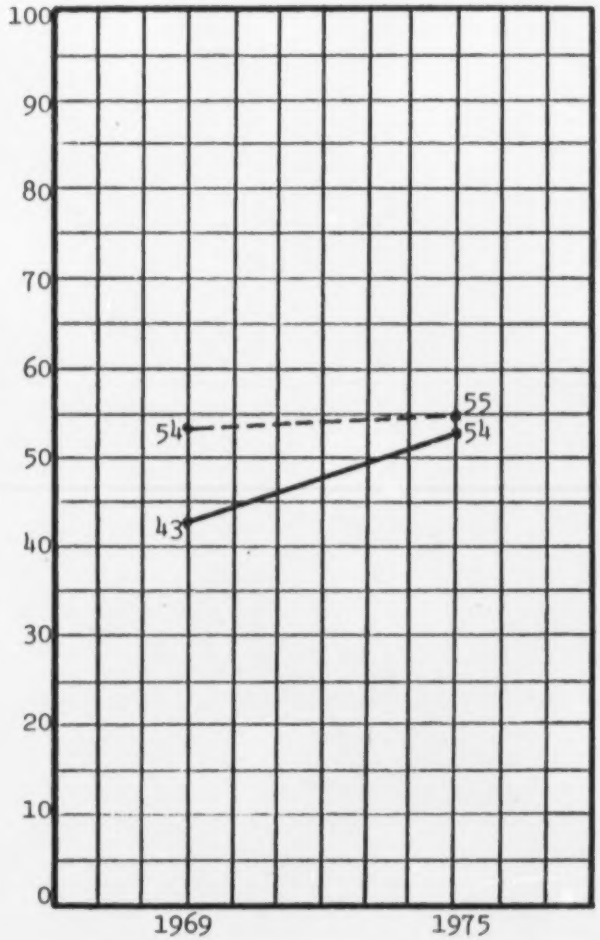
Percentages are those responding "Strongly Agree" and "Agree with Reservations"

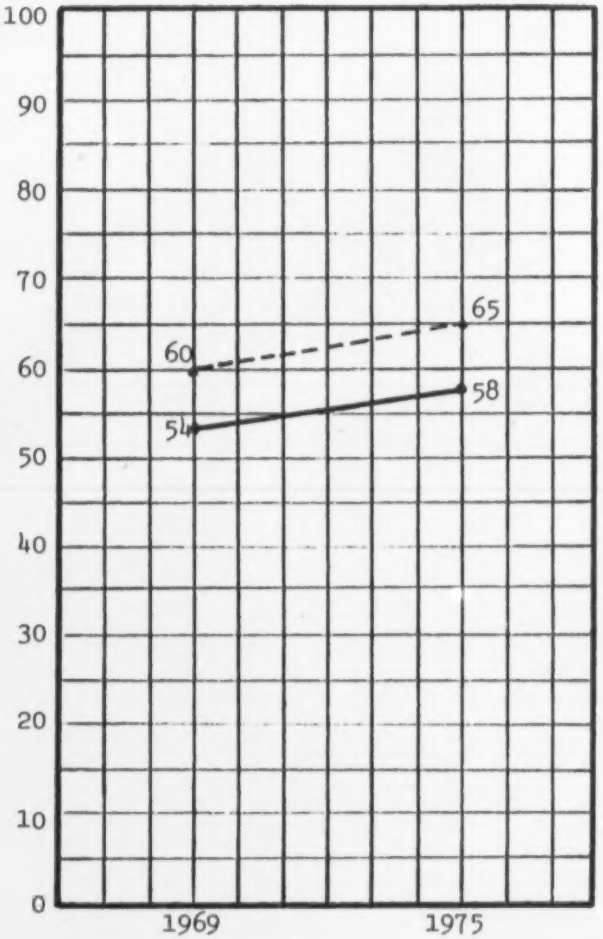
Source: Carnegie Graduate Student Surveys: 1969 & 1975.

GRAPH 9

Graduate Student Assessment of their Academic Milieu







How would you describe the following in your department?

The academic ability of your fellow graduate students.

The quality of classroom instruction.

The relevance of course content to your future occupation.

Political Science ———

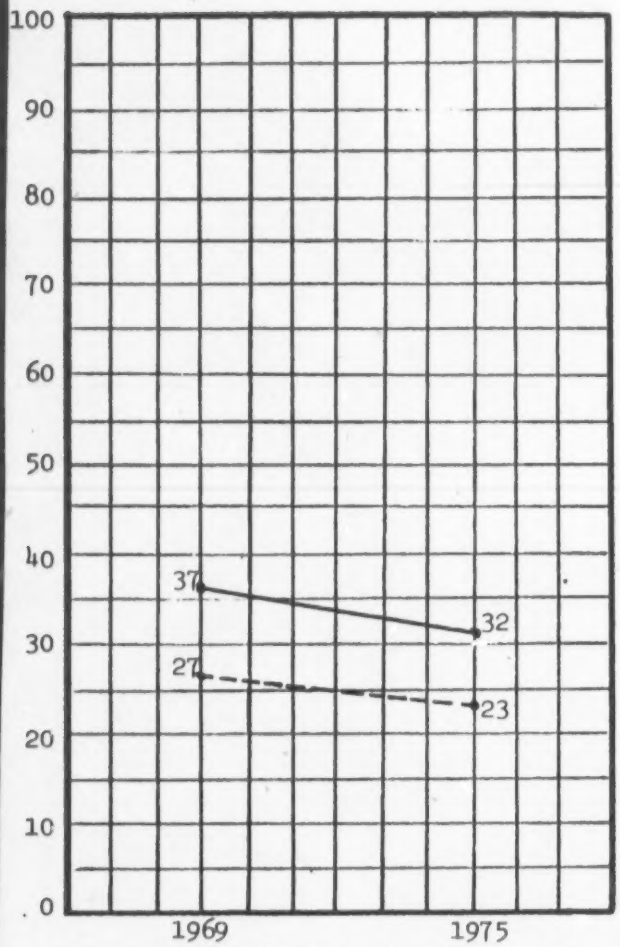
All Graduate Students - - - - -

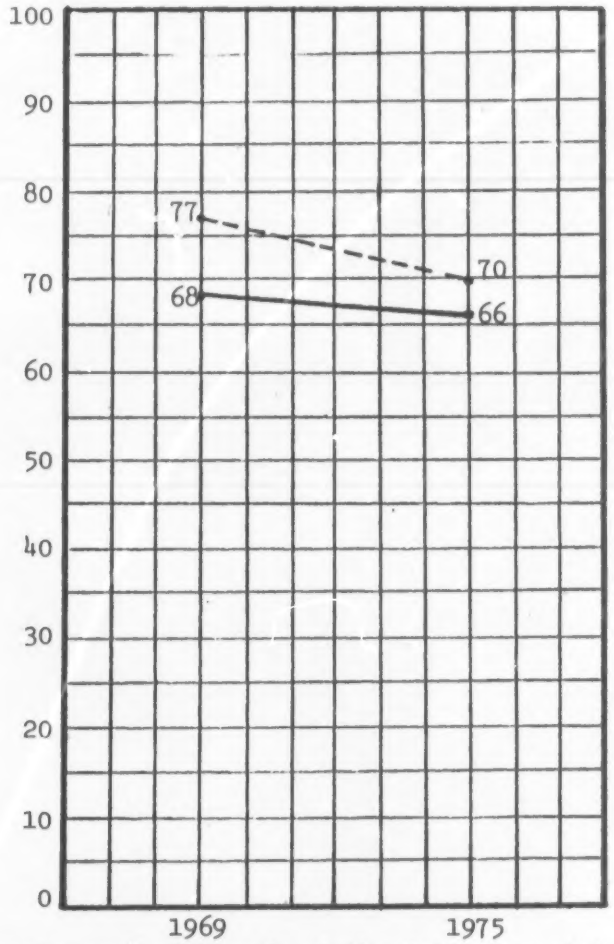
Percentages are those responding "Excellent" and "Good"

Source: Carnegie Graduate Student Surveys: 1969 & 1975.

GRAPH 10

Graduate Student Assessment of Discipline Performance





Please indicate the extent of your agreement or disagreement with each of the following statements

My field is too research oriented.

I am basically satisfied with the education I am getting.

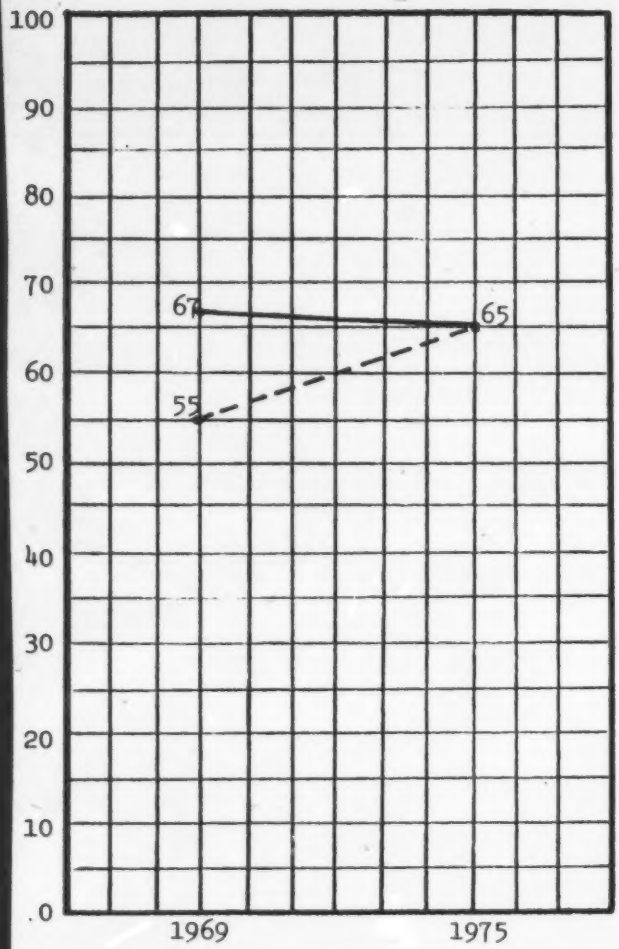
Political Science ———
All Graduate Students - - - -

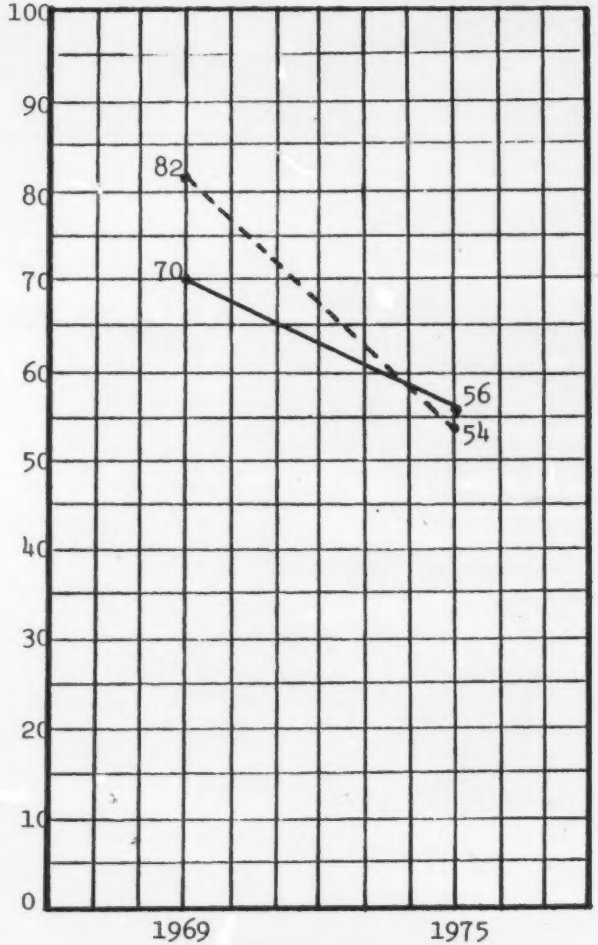
Percentages are those responding "Strongly Agree" and "Agree with Reservations"

Source: Carnegie Graduate Student Surveys: 1969 & 1975.

GRAPH 11

Intellectual and Professional Self-Evaluation of Graduate Students





Please indicate the extent of your agreement or disagreement with each of the following statements

I consider myself an intellectual.

I am in graduate school in order to increase my earning power.

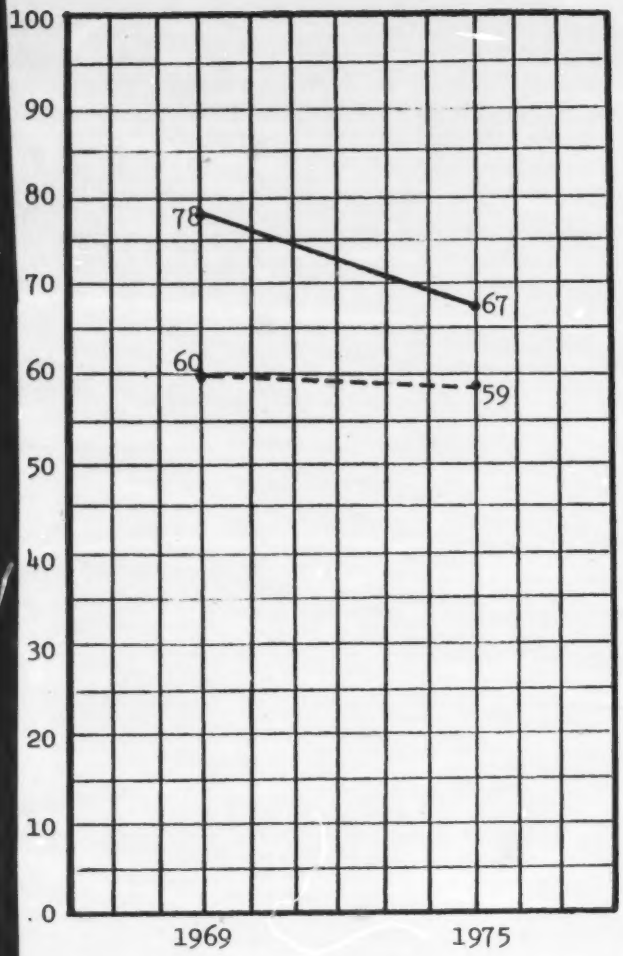
Political Science ———

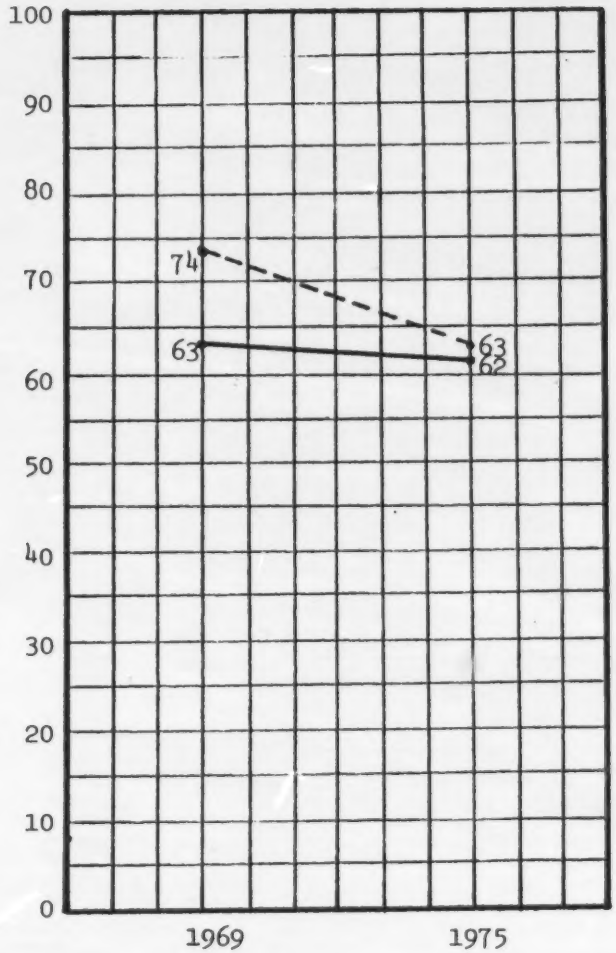
All Graduate Students - - - -

Percentages are those responding "Strongly Agree" and "Agree with Reservations"

Source: Carnegie Graduate Student Surveys: 1969 & 1975.

GRAPH 11
(continued)





Please indicate the extent of your agreement or disagreement with each of the following statements:

I am in graduate school in order to contribute to my ability to change society.

My career will take second place behind my family obligations.

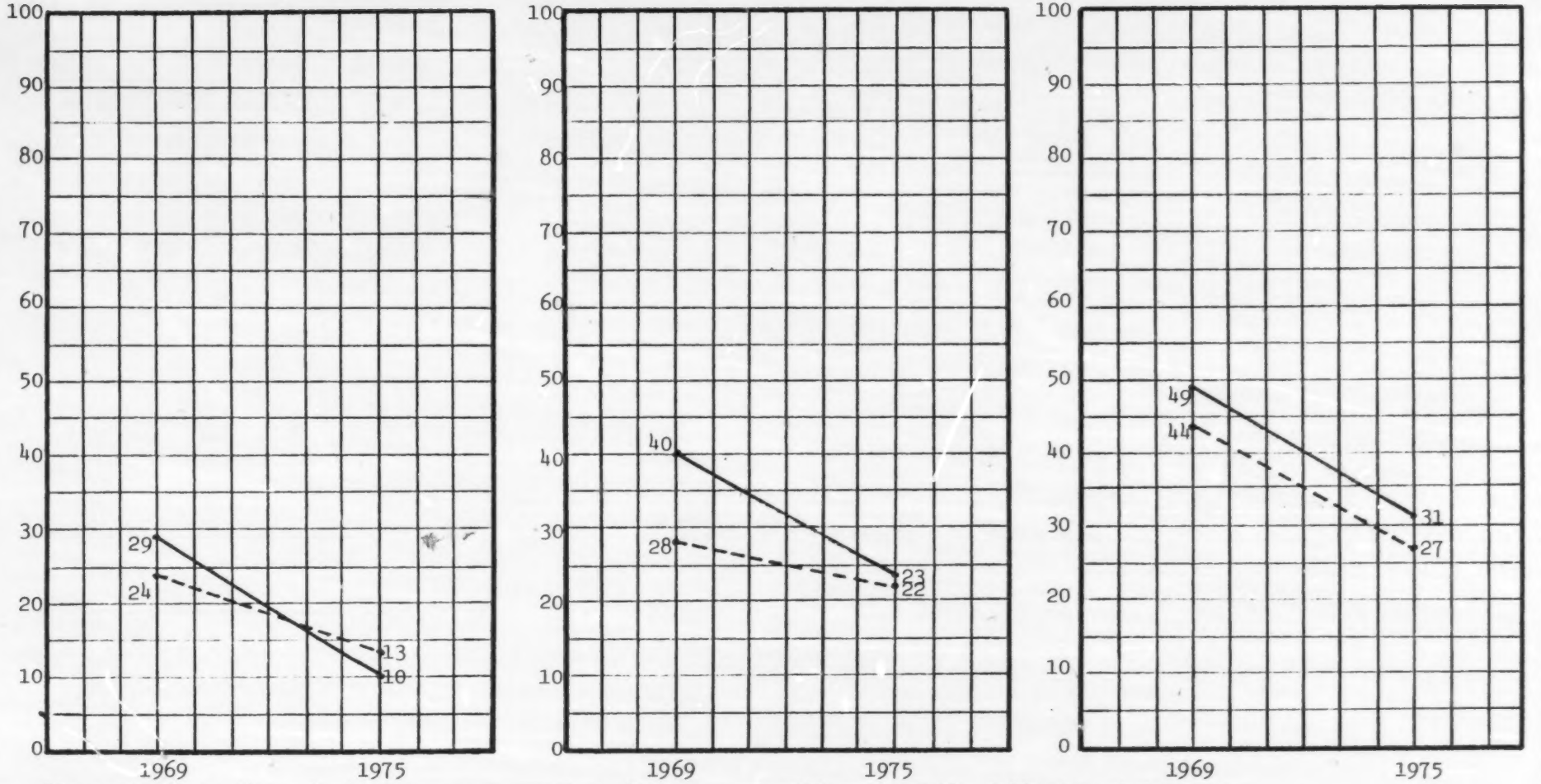
Political Science ———
All Graduate Students - - - -

Percentages are those responding "Strongly Agree" and "Agree with Reservations"

Source: Carnegie Graduate Student Surveys: 1969 & 1975.

GRAPH 12

Undergraduate Student Views on Affirmative Action



Please indicate the extent of your agreement or disagreement with each of the following statements:

The normal academic requirements should be relaxed in appointing members of minority groups to the faculty here.

More minority group undergraduates should be admitted here even if it means relaxing normal academic standards of admissions.

Most American colleges and universities are racist whether they mean to be or not.

Political Science ———

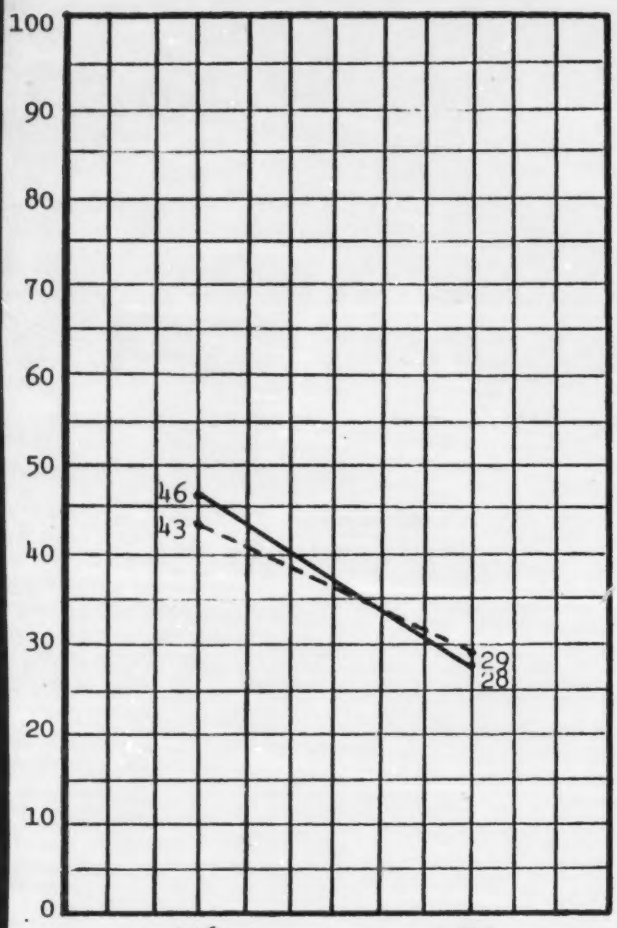
All Undergraduates - - - -

Percentages are those responding "Strongly Agree" and "Agree with Reservations"

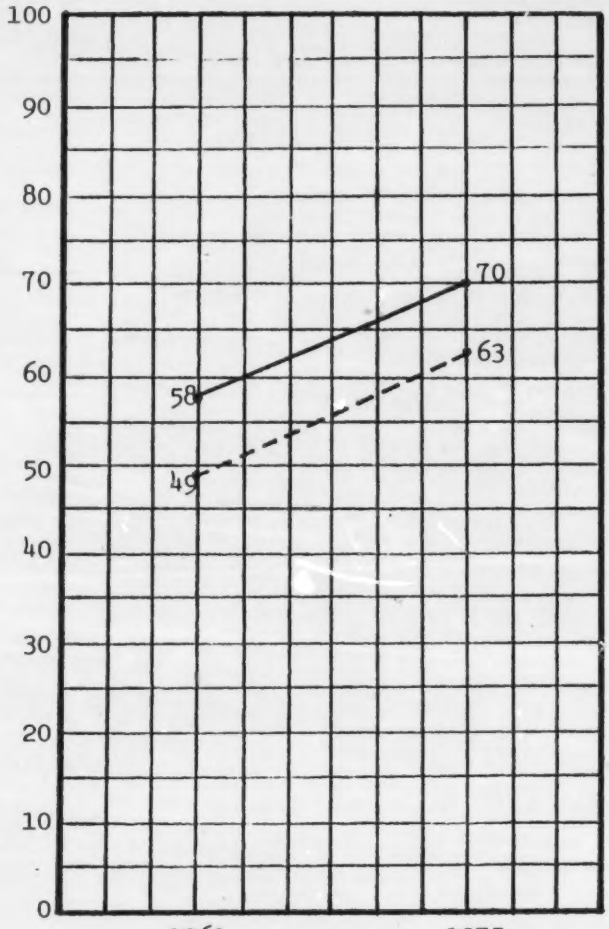
Source: Carnegie Undergraduate Student Surveys: 1969 & 1975.

GRAPH 13

Intellectual Self-Perception of Undergraduates



Much of what is taught at my college is irrelevant to what is going on in the outside world.



I consider myself an intellectual.

Please indicate the extent of your agreement or disagreement with each of the following statements

Political Science ———

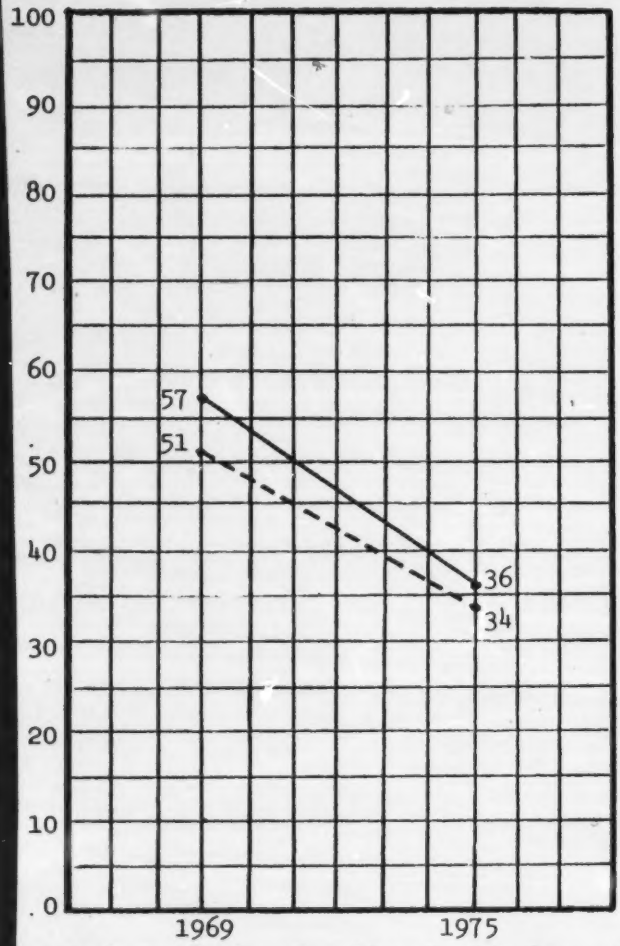
All Undergraduates – – – –

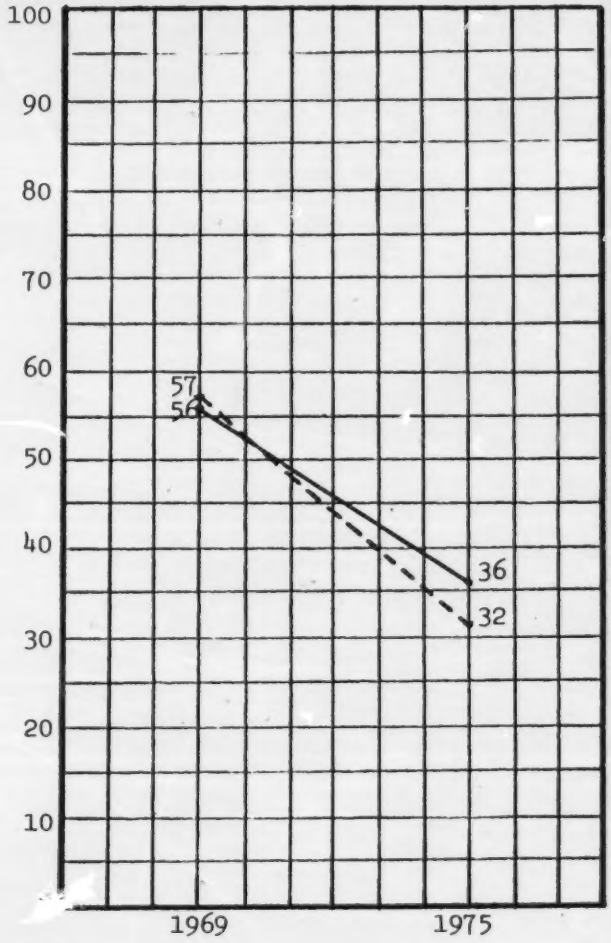
Percentages are those responding "Strongly Agree" and "Agree with Reservations"

Source: Carnegie Undergraduate Student Surveys: 1969 & 1975.

GRAPH 14

How to Improve, or Harm, Undergraduate Education: The Views of Undergraduates





Undergraduate education in America would be improved if:

All courses were elective.

Grades were abolished.

Political Science ———

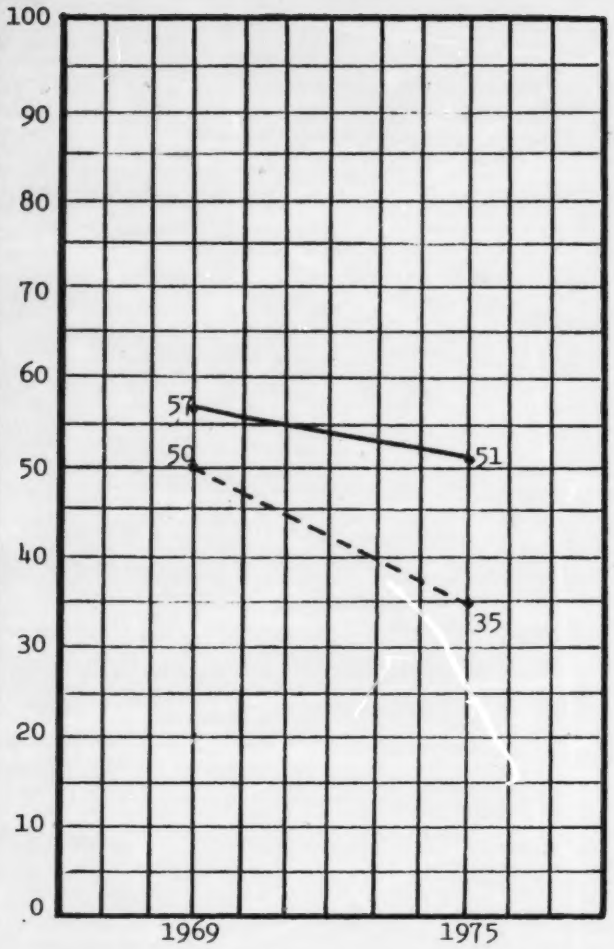
All Undergraduates - - - -

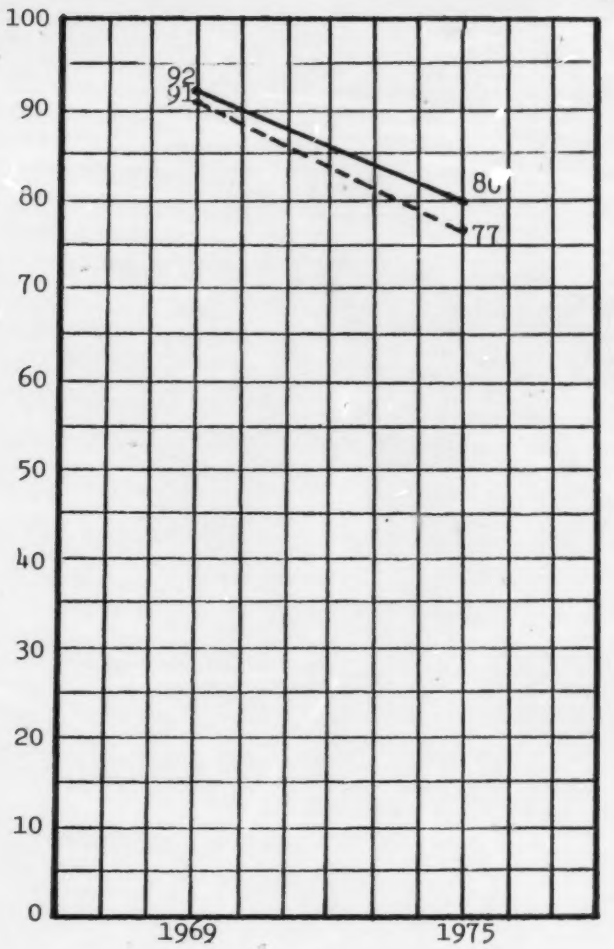
Percentages are those responding "Strongly Agree" and "Agree with Reservations"

Source: Carnegie Undergraduate Student Surveys: 1969 & 1975.

GRAPH 14

(continued)





Undergraduate education in America would be improved if:

Students were required to spend a year in community service in the U. S.

Course work were more relevant to contemporary life and problems.

Political Science ———
All Undergraduates - - - -

Percentages are those responding "Strongly Agree" and "Agree with Reservations"

Source: Carnegie Undergraduate Student Surveys: 1969 & 1975.